A TEACHER AND STUDENTS' EXPRESSIVE SPEECH ACTS IN TEACHING AND LEARNING PROCESS AT EIGHTH GRADE OF SMP IT AZ-ZAHRA SRAGEN IN ACADEMIC YEAR OF 2022/2023

THESIS

Submitted as a Partial Requirements

for the degree of *Sarjana*

By:

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURE AND LANGUAGE

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

2022

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Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

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has already fulfilled as the requirements to be presented before The Board of Examiners (munaqosah) to gain Bachelor Degree in English Language Education.

Thank you for the attention.

Wassalamualaikum Wr. Wb.

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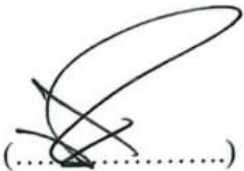Sukoharjo, 16 Juni 2023

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RATIFICATION

This is to certify the *Sarjana* thesis entitled **"A Teacher and Students' Expressive Speech Acts in Teaching and Learning Process at Eighth Grade of SMP IT Az-Zahra Sragen in Academic Year 2022/2023"** by Tiya Antika Suri has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in Cultures and Languages Faculty.

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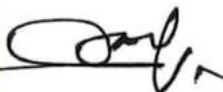NIP. 198604272011011008   (..........................)

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DEDICATION

This thesis is decided to:

1. Allah SWT, the god of the universe.

2. Me, myself, and I (think) that change and chaos are linked, but the heart shows the way.

3. My beloved parents (Mr. Sumardi and Mrs. Suwarti) who always strives to be the best parent. Thank you for your love, your thoughts, and your efforts. No one can match or replace you in struggling for breath as the ideals of your beloved children.

4. My beloved brothers, Fahmi Syuhada Bahri and Swandaru Aji Baskoro. We have our own strengths and weaknesses. A home that unites us and brings us home.

5. My almamater UIN Raden Mas Said Surakarta.

6. All of my lecturers in UIN Raden Mas said Surakarta, who have guided the education of students.

7. All of my friends B-SQUAD, who have been my support friends who accompany me for celebrating every moment. Special thanks to Khairi Anjaina, Mas'ud Madhani Sanjaya, Rahmawati Saputri Zalmi, Urfidha Letjar Iryanti, Diva Octaviananda, Sartika Sri Rahayu, and Farida Nur Fatinah.

MOTTO

Our fate lives within us, you only have to be brave enough to see it.

(Merinda - Brave)

Sabar, satu per satu

(Be patient, one by one)

(Kale – Nanti Kita Cerita Tentang Hari Ini)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled, **"A Teacher and Students' Expressive Speech Acts in Teaching and Learning Process at Eighth Grade of SMP IT Az-Zahra Sragen in Academic Year 2022/2023"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 23 June 2023

25C8AKX428597496

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ACKNOWLEDGEMENT

9. My beloved parents and family, for giving support with their love, patient, and understanding to the researcher to finish the researcher's study.

10. All my friends, who always giving the support and helping the researcher to write this thesis.

11. Everyone who has not yet been mentioned for helping the researcher to carry out the research and accomplish this thesis.

The researcher realizes that this thesis still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

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Sukoharjo, 23 June 2023

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ABSTRACT

Tiya Antika Suri, 2023. *A Teacher and Students' Expressive Speech Acts in Teaching and Learning Process at Eighth Grade of SMP IT Az-Zahra Sragen in Academic Year 2022/2023* Thesis. English Language Education Study Program, Faculty of Cultures and Language.

Advisor : Fitri Ana Ika Dewi, M.Hum.

Key words : Expressive Speech Acts, Teaching and Learning Process

The researcher interest to do the research of analyzing expressive speech act because basically human is an expressive creature. The aims of this study are 1) To analyze the type of expressive acts used by the teacher and students in teaching and learning process at eight-grade of the first semester. 2) To analyze function of expressive acts used by the teacher and students in teaching and learning process at eight grade of the first semester at SMP IT Az-Zahra Sragen in the academic year 2022/2023.

In this research the researcher used a descriptive qualitative research. The participants of this study are English teacher and students class VIII-F of SMP IT Az-Zahra Sragen. The data in this study were all uttered by one English teacher and the students, that included the expressive speech acts. The instruments analysis are recorder, transcription and the researcher herself. Researcher were able to collect data by notes taking, recording the teaching and learning process in the classroom, trancribing the data, listening the recording to verivy the quality of the data, choosing the data that are compatible with the study objetives, and finally classifying the data according types and functions of expressive speech acts using Searle's theory. In data analysis, researcher used qualitative method by Miles and Huberman. In the context analysis, the researcher uses Leech's theory. In this study, to test the credibily researcher using theory triangulation.

The result showed that 1) The types of expressive speech acts used by a teacher and students of VIII-F of SMP IT Az-Zahra Sragen based on Searle's theory, the researcher only found 8 out of 10 types of expressive speech acts including: 8 wishing, 7 thanking, 2 congratulation, 2 apologize, 0 condole, 15 greeting, 0 lamentation, 7 attitude, 0 agreement and 2 exclamation with 43 utterences. The most type of expressive speech acts that researcher found is greeting with 15 utterences. 2) The function of expressive speech acts used by a teacher and students of VIII-F of SMP IT Az-Zahra Sragen based on Searle's theory, there are 5 out of 6 functions of expressive speech act that found that are 7 thanking, 2 congratulating, 2 apologizing, condoling, 3 deploring and 15 welcoming with 29 utterences.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Currently Artificial Intelligence (AI) replaces some human roles, especially in the field of work, one of which is discussed by the public about hosting in a breaking news. Regarding Apni Jaya Putra as Advisor to AI Media tvOne.id (source: VOA Indonesia *Youtube* chanel, 2023/05/02), there is currently an AI that already has emotions that will later show gestures but has not yet been issued. Beside that, AI work will be done on a single computer instead of a studio. Emotional abilities that are shown through facial expressions, eye contact, gestures, speech intonation and language accuracy are considered to facilitate work, especially the delivery of news that is fast or breaking news. Even so, AI cannot actually replace human function regarding emotional intelligence.

According to Daniel Goleman (1995) in his book "*Emotional Intelligence: Why It Can Matter More Than IQ*", there are two indicators related to emotional intelligence that cannot be replaced by AI, namely empathy and social skills. Emotional intelligence allows a person to control and express their emotions well, as well as understand and respond to the emotions of others. Therefore humans can express themselves through expressive speech acts.

Expressive speech acts are types of speech acts that express the feelings of the speaker. Searle (in Yule, 1996) defines expressive use; speakers can make words in tune with the world (as they believe it to be). That means expressive speech acts have a function to tell about the speaker's feelings and attitudes. Expressive speech acts have two functions in expressing both to express psychological states and to be statement states.

Expressive speech acts are part of the speech acts contained in the field of pragmatics. Pragmatics is one of the branches of linguistics that attempts to obtain the real purpose. It focuses on conversational implicature, which is a process that is implied by the speaker and inferred by the listener. In other

words, speech is part of speech acts in a study of pragmatics. Yule (1996) states that pragmatics is concerned with the study of interpreting the meaning of what is being produced by a speaker. It means that in pragmatics, the focus is on the people's meaning of what they utter the utterances rather than the meaning of the words or phrases in those utterances.

Leech (1983: 36) asserts that pragmatic is the study of how utterances have meaning in situations. Furthermore, Leech describes the context as one component in the speech situation. According to Leech, context is defined as aspects related to the physical and social environment of a speech. Leech added in his definition of context is as a background knowledge that is shared by the speaker and the listener, and this context helps the speaker interpret or interpret the purpose of the speaker's speech. Context deals with relevant aspect of physical and social setting of an utterance. Therefore, social setting in this case comes from the speaker and the listeners. Thus, all meaning of utterances will be depended by them.

In this study, the researcher interest to do the research of analyzing expressive speech act because basically human is an expressive creature. The researcher decides focus in this classification because some reasons. First, because this is the classification of speech act that state what speaker feels. George yule (1996:53) stated expressive speech act express psychological states and can be statement of pleasure, pain, likes, dislike, joy, or sorrow. It is very important to understand the speaker says about their feeling. The second reason, students do not understand words that contain with expressive speech acts. They do not know what are the utterance that are used to express their feeling. The last reason the researcher tried to look for some utterance about the feeling but there is just very limited material that discuss about how to express feeling in the teaching and learning process. The utterances about feeling that are stated in book material are very limited and monotonous. This condition makes the researcher must identified about expressive speech acts based on context.

In the teaching and learning process, the teacher transfers knowledge to students and becomes a role model in student interactions. Teachers' speech

acts play a special role in teaching and learning in the English as a Foreign Language (EFL) classroom. The teacher transfers knowledge to the students and becomes a role model in students' interaction. Hidayat, et al. (2022) conducted study that shows the teacher is aware of his role and has a higher position than the students. In addition, speech acts effect the EFL class, and effect students' motivation and confidence in learning English through expressive speech acts.

In this research, the researcher examine types of the expressive speech act cover wishing, congratulation, condolence, thanking, attitude, apology, greeting, lamentation, agreement, and exclamation and function of expressive speech acts itself with Searle's theory. The theory is chosen to make easier reader to understanding and the researcher to identify expressive speech acts. The research took place in SMP IT Az-Zahra Sragen, one of junior high school in Sragen that brings Islam integrated concept into the currriculum.

SMP IT Az-Zahra Sragen has a role in educating students so that they have Islamic character and are highly competitive. Besides that, the eighth grade was chosen because it was considered suitable because at the pre-intermediate level, English learners can already communicate in simple English. In addition, students already understand a little about tenses and can also apply tenses in conversation. Based on the research that researcher found in English teaching and learning process at SMP IT Az-Zahra the sentence that we often hear when teacher starting English learning is

Teacher: How are you today?

Student : I am fine. Thank you, and you?

Based on the example above, the situation shows that when the teacher will start learning by asking *"How are you today?"* it is a form of expressive speech act, the type of greeting. This shows that the teacher enters the room by greeting giving a feeling of joy, warmth and livening up the classroom atmosphere. Besides giving answers to the teacher's questions about the students' health by saying "*I am fine.*", they use a thanking form namely the sentence *"Thank you"* because the teacher has asked about how's their life.

There are several reasons why researchers choose expressive speech acts

in SMP IT Az-Zahra as mentioned below: first, expressive speech acts are used in communication. Second, expressive speech acts are spoken by a teacher and the students during the teaching and learning process to do something with words such as greeting, thanking, attitude, wishing, etc. Third, there are some expressive speech acts that are spoken but do not refer to a teacher and the students but rather the learning material in the classroom. Therefore, the resercher wants to analyze expressive speech acts in depth to avoid misuderstanding.

There are various relevant studies on expressive speech acts. First, research by Nonik Yukafi Mazidah (2018) that focused on classifying the kinds of expressive speech act used in EFL classroom interaction using Yule's theory (in 2006's statement, it can be direct and indirect) and the functions of expressive speech act using Norrick's theory (i.e apologizing, thanking, condoling, congratulating, deploring and welcoming). The result of this study showed that the most frequently use was direct and function of expressive speech act in the classroom interaction was welcoming.

Second, the research conducted by Imron Rosyadi (2020), Expressive Speech Acts in the Coco film by Darla K. Anderson. Tells the story of Miguel who struggles to become a musician but is opposed by his family. The data are classified from kinds of expressive speech acts by Austin's theory. The use of expressive speech acts by using Yule's theory. Then, the effect of expressive speech act was categorized by using Herbert. The findings of research show that there are six types of expressive speech acts, they are expressive for thank 2 data, expressive for apologize 4 data, expressive for congratulation 2 data, expressive for greeting 2 data, expressive for wishes 2 data, and expressive for attitudes 2 data. In this study, the researcher found expressive utterances in the form of thanks, apologies, congratulations, greetings, wishes and attitudes.

From the various studies that have been conducted by previous study have researched expressive speech acts through field of science, literary works or films. Among the previous studies above, it can be seen that the differences regarding the theory used in the types and functions of expressive speech acts differ from one another, besides that in this discussion the researchers did not

discuss the effects of expressive speech acts. For this reason, the researcher focuses on analyzing expressive speech acts used by teachers and students in the teaching and learning process using Searle's theory and the frame the interaction between them with the same theory as well. The writer hopes this study can be used by the reader to enrich their knowledge about expressive speech act and use the expressive speech act in their daily communication. Therefore, the title of this research is "**EXPRESSIVE SPEECH ACT IN TEACHING AND LEARNING PROCESS AT EIGHTH GRADE OF SMP IT AZ-ZAHRA SRAGEN IN ACADEMIC YEAR OF 2022/2023**"

B. Identification of the Problem

Based on the background of the study, the researcher identified some problems as follow :

1. The students have difficulties in understanding words that contain with expressive speech acts.

2. The teacher as a center of English teaching and learning affects students' motivation and confidence in learning English through expressive speech acts.

3. There are several expressive speech acts uttered by the teacher and students referring to the learning material in class.

4. Expressive speech acts are not only about the pronunciation of words and sentences but also relate to the tone of speech, eye contact and gestures when performing speech acts.

C. Limitation of the Problem

Based on the research background, the researcher limited the research on the analysis of expressive acts used by teacher and students in teaching and learning process. There is three English teachers who tought English course in each grade of school. In this research, the researcher focused on one English teacher, namely Mrs. Melawati, S.Pd. and students of class VIII-F.

The class was chosen because the students are easy to learn, active in interactions, cheerful and provide warm atmosphere in the classroom. In addition, information of this research is focused on expressive utterence uttered by the teacher and students class VIII-F in teaching and learning process at the first semester at SMP IT Az-Zahra Sragen in academic year 2022/2023.

D. Formulation of the Problem

1. What are the types of expressive acts uttered by the teacher and students in teaching and learning process at eight grade of the first semester at SMP IT Az-Zahra Sragen in the academic year 2022/2023?
2. What are the function of expressive acts uttered by the teacher and students in teaching and learning process at eight grade of the first semester at SMP IT Az-Zahra Sragen in the academic year 2022/2023?

E. Objectives of the Study

1. To analyze the type of expressive acts used by the teacher and students in teaching and learning process at eight grade of the first semester at SMP IT Az-Zahra Sragen in the academic year 2022/2023.
2. To analyze function of expressive acts used by the teacher and students in teaching and learning process at eight grade of the first semester at SMP IT Az-Zahra Sragen in the academic year 2022/2023.

F. Benefits of the Study

The researcher hopes this study will give a theoritical and practical contribution. Eventually, it makes easier to other people to resolve expressive speech act. There are two benefits about this study useful both practically and theoritically. The exact benefits are described as follows:

1. Theoritical benefits

The researcher hoped that this study would give contribution and follow

the growth of speech acts theory specifically on expressive speech acts. This study can to be one of references to resolve the study in the same topic. Likewise, this study can give knowledge and understanding to people.

2. Practical benefits
    a. For students, this study is expected to give more information about speech acts, and students can also understand speech acts uttered by teachers during the learning process. Additionally, they can use speech acts in their environment, especially in the learning process.
    b. For English teachers, this study is expected to provide English teachers with a deeper understanding of speech acts. This research is also expected to raise awareness of the phenomenon of speech acts in the environment of English teachers, especially in schools and educational processes. In addition, teachers should apply speech acts to teach students to provide better input to improve content knowledge, social functioning, value to students, and effectiveness of teaching and learning in the classroom.
    c. For researchers, it is hoped that this work will inspire future researchers to conduct research related to speech acts, particularly expressive speech acts, or in broader practical research areas.

G. Definition of Key Terms

In this research there were some keywords are used. The key terms of the research as follow :

1. Pragmatics
    Pragmatics is the study of the speaker's intent and as a result, this study is more concerned with the analysis of speech intent than the separate meaning of the words or phrases used in the speech itself (Yule, 2006:3).
2. Speech Acts
    Speech acts is the theory that analyzes the effect of an utterance in the relationship between the speaker and the listener's behavior. There are three kinds of speech acts according to J.L Austin; locutionary acts,

illocutionary acts, and perlocutionary acts.

3. Expressive Speech Acts

Expressive speech acts aim to express the psychological attitude of the speaker to the implied situation (greetings, praise, gratitude, etc.)

4. Context

Stated by Chemmel & Philipe (2018) from Leech that context is one of the component in speech situation. Context is an aspect relate to physical and social environment in a speech. Moreover, the context is the knowledge to share by the speaker.

5. Teaching-learning

Brown (2000:7) Teaching is guiding, facilitating, learning, enabling the learners to learn, and setting the condition for learning. Meanwhile, learning is carried out to achieve various kinds of competencies and skills that are usually carried out by everyone from birth and end of life.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Review on Related Literature

1. Pragmatics

Pragmatics is one of the branches of linguistics that attempts to obtain the real purpose. It focuses on conversational implicature, which is a process that is implied by the speaker and inferred by the listener. In other words, speech is part of speech acts in a study of pragmatics. Yule (1996) states that pragmatics is concerned with the study of interpreting the meaning of what is being produced by a speaker. It means that in pragmatics, the focus is on the people's meaning of what they utter the utterances rather than the meaning of the words or phrases in those utterances.

Leech (1983: 36) asserts that pragmatic is the study of how utterances have meaning in situations. Furthermore, he explains that pragmatics involves problem-solving both from the speaker's and the listener's point of view. From the speaker point of view, the problem is one of planning how to produce utterances that will make the effect for the listener. While, from the listener's point of view, the problem is interpretative one where the listener can infer speaker's reason why he/ she speaks the utterance. Based on the definitions of pragmatics that have been stated above, it can be conclude that pragmatics is the study of language related to its users, contexts, and utterance interpretation.

In other words, in pragmatics, the study is about a meaning that is uttered by the speaker and then interpreted by the listener. Pragmatics is also study of those relations between language and context that are grammatically in the structure of language. It can be said that in pragmatics the study is about the language and its context. Pragmatics studies the context within which interaction and intention of the language user occur simultaneously.

2. Speech Acts Theory

Speech acts have a strong relation in linguistics. Speech act itself has a performative function which emphasizes an action between the interlocutors. The performative function is very important in communication so that the speech act will talk about the function of language in communication and action expressed by the interlocutors. In understanding the speech act, a situation behind an action must be considered.

Parker (1986) defined speech act as every utterance of speech act constitutes some sort of fact. In general terms, it can usually recognize the type of action performed by a speaker with the utterance. The term speech acts to describe actions such as requesting, commanding, questioning, or informing. It can define a speech act as the action performed by a speaker with an utterance Yule (2006). Actions performed via utterances are generally called speech acts and in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise and request. Speech Acts comes from two words. They are speech and act. Speech refers to the utterances and act refers to action. It means when Speech Act occurs, the utterance and action combine and then produce the meaning.

The term of speech acts was used for the first time by Austin (1962), who is known as "Father of Speech Acts' Theory". Speech acts are utterances that perform actions. Thus, speech acts concern the use of language in relation to the context, the attitude of the speaker, and the effect on the hearer. He divides three basic senses in which when someone says something, he or she is also doing something at the same time. For this reason, he or she proposes three kinds of acts, they are:

a. Locutionary act is the real word that is uttered by the speaker, and it contains the speaker's verbalized message. It is the act of saying, the literal meaning of the utterances. Locution is the description about what the speakers said.

b. Illocutionary act is the power or intention behind the words that is uttered by the speaker. It indicates the speaker's purpose in saying

something. The speaker's expression can be in the form of statement, offer, promise, etc. Illocution is what the speaker is doing by uttering those words: commanding, offering, promising, threatening, thanking, etc.

c.   Perlocutionary act is the effect of the illocution on the hearer, such as the effect on the feelings, thoughts, or action of hearers.

Searle (1969:34-8) presents a list of what he regards as the basic categories of illocutionary acts. Searle's categories are defined as follows:

a.   Representatives /Assertives

Representatives are to commit the speaker (in varying degree) to something is being the case, to the truth of the expressed proposition. According to Yule, assertives are those kinds of speech acts that state what the speaker believes to be the case or not. In using an assertive the speaker makes the words fit the world (of belief). Assertive verbs are state, suggest, boast, complain, claim, report, hypothesize, describe, predict, tell, affirm, assert, argue, inform, etc. For example:

The earth is flat.

In the utterance above, the speaker describes that the earth is flat. The speaker believes the world as he or she believes. In this example, the speaker uses the illocutionary acts of representative (describing).

b.   Directives

Directives are those kinds of speech acts that speakers use to get someone else to do something. They express what the speaker wants. In using a directive, the speaker attempts to make the world fit the words (via the hearer). Directive verbs are order, command, request, advice, recommend, ask, beg, plead, pray, entreat, invite, permit, dare, challenge, defy, etc. For example:

Close the window, Joe!

In the utterance *"Close the window, Joe!"* the speaker wants the hearer (Joe) to do something (to close the window). The speaker uses

the word *"close"* indicating the illocutionary acts of directive (commanding).

c. Commissives

     Commisive are those kinds of speech acts that speakers use to commit themselves to some future actions. They express what the speaker intends. In using the commissive, the speaker undertakes to make the world fit the words (via the speaker). For example, promise – request, the point of a promise is to commit the speaker to doing something (and not necessarily to try to get the hearer himself to do it. Commissive verbs are vow, offer, promise, threat, refusal, pledge, Etc. For example:

     I promise I will be home tomorrow.

In the utterance above, the speaker commits himself to come tomorrow (future action). The speaker uses the word *"promise"* indicating the illocutionary acts of commissive (promising).

d. Expressives

     Expressives are those kinds of speech acts that state what the speaker feels. They express psychological states and it can be statements of pleasure, pain, like, dislike, joy, or sorrow. In using an expressive, the speaker makes the words fit the world (of feeling). Expressive verbs are thank, congratulate, apologize, condole, deplore, welcome, pardon, blame, greet, mock, praise, compliment, leave-taking, etc.

For example:

     Thank you very much for this surprise.

     In that utterance, the speaker expresses his/her psychological states to the hearer for the surprise. The speaker uses the phrase "thank you" indicating the illocutionary acts of expressive (Thanking).

e. Declarations

     Declaration are those kinds of speech acts that change the world via their utterance. That act brings about some alteration in the status or condition of the referred to object or objects solely in virtue

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of the fact that declaration has been successfully performed. By giving explanations, speakers change the world through their words. Descriptive verbs include resign, dismiss, baptize, appoint, excommunicate, appoint, denounce, explain, approve, disapprove, bless, heal, nominate, confirm, etc. In this, these actions are, as Searle says 'a very special category of speech acts': they are performed, normally speaking, by someone who is especially authorized to do so within some institutional frameworks (Classical examples are judges sentencing, offenders, ministers or religion christening babies, dignitaries naming ships, etc.). In addition, there must an extralinguistic institution and the speaker and hearer must occupy special places within this institution. It is only given such institutions as the church, the law, private property, the state, and a special position of excommunicate, appoint, give and bequeath one's possessions or declare war.

For example:

> Christian: Alex, you're fired!

In the utterance *"You're fired!"*, the speaker (Christian) brings a new state of being fired to the worker (Alex). Christian declares that the status of the worker is fired from the company because he was undiscipline worker. In this example, the speaker uses the illocutionary acts of declarations (declaring).

3. **Type of Expressive Speech Acts**

An expressive speech act is one of the classifications of speech acts that concerns the act of asking for something such as feeling, apology, attitude, utterance of emotion, and spoken that have a meaning with purpose to do something that the listener expects the result from the speaker. According to a journal by Lalu Banu Sirwan et al. (2017) which includes Searle's theory, there are 10 types of expressive speech acts including: wishing, congratulation, condolence, thanking, attitude, apology, greeting, lamentation, agreement, and exclamation.

a. Expressive Speech Act of Wishing

Wishing is a feeling or expresses a strong desire or hope for something that is not easily attainable; want something that cannot or probably not happen. Wishing is to want something to happen or to be true even though it is unlikely or impossible and to want to do something to happen, (Lukman, 2016). In other words, wishing is an expression to do something of which its have to happen suitable for speaker wants. The expressive speech act of wishing can be used in various situations where the speaker wants something to be true or to happen. Here are some examples of situations where the expressive speech act of wishing is used:

1) Good luck for your exam.
2) Get well soon (when someone are sick or injured)
3) Have safe trip.

b. Expressive Speech Act of Thanking

Thank is an express gratitude to (someone), especially by saying "Thank you", and return thanks before the meal often used in an utterance containing no verb and serving as a courteous and somewhat informal expression of gratitude. According to Nickel (2008:2), Thanking is an expression something in which have done in activities of person. Thanking has function to express gratitude (sincerity condition).

For examples :

1) Thank you (This is a simple and polite response that shows appreciation for the person's well wishes.)
2) I appreciate it (This response shows gratitude for the person's kind words)

c. Expressive Speech Act of Congratulation

Congratulate is an express vicarious pleasure to (a person) when success or good fortune and give (someone) one's good wishes when something special or pleasant has happened to them. The speech act of congratulating is an important and frequently used speech act in

everyday communication, it is used in various contexts, such as congratulating someone on their achievements, milestones, or happy events like weddings, births, or promotions. Overall, the speech act of congratulating is an important aspect of communication that expresses positive emotions and shows appreciation for others' achievements or happy events. Here are some examples of the speech act of congratulating:

1) Congratulations on your promotion! You deserve it.
2) I heard you won the competition. Congratulations!
3) Congratulations on your graduation. I'm so proud of you.

d. Expressive Speech Act of Apologize

Apologize is an expression of regret for something that one has done wrong. Apology is words or statement saying sorry for something that has been done wrong or that causes a problem and information that people cannot go to a meeting or must leave early. In the other words, attitude is the social functions of comprehension such as apologize, asking for request, plead guilty, statement to aim, saying sorry as information to deliver for hearer. Here are some examples of the speech act of apologizing:

1) I'm sorry for being late. I got stuck in traffic.
2) I'm sorry for the misunderstanding. Let me clarify what I meant.
3) I'm sorry for hurting your feelings. I didn't mean to.

e. Expressive Speech Act of Condole

The expressive speech act of condoling is used to express sympathy and sorrow at the news of someone's death. It is important to use appropriate words and tone when condoling to show sincerity and sympathy for the person's loss. The speech act of condoling is an important aspect of communication that expresses support and comfort during a difficult time. Here are some examples of the speech act of condoling:

1) I'm so sorry for your loss. Your loved one will be missed.
2) Please accept my deepest condolences. I'm here for you if you need anything.

f. Expressive Speech Act of Greeting

The expressive speech act of greeting is used to acknowledge and welcome someone. It is important to use appropriate words and tone when greeting someone to show politeness and respect. The speech act of greeting is a common aspect of communication that helps establish rapport and build relationships. Greeting is something that you say or do to greet somebody and a message of good wishes for somebody's health, happiness. Here are some examples of the speech act of greeting:

1) Hello! It's nice to see you.

2) Good morning! How are you doing today?

g. Expressive Speech Act of Lamentation

Lamentation is the passionate expression of grief or sorrow, weeping. A lament or lamentation is a passionate expression of grief, often in music, poetry, or song form. The grief is most often born of regret, or mourning. Laments can also be expressed in a verbal manner, where the participant would lament about something they regret or someone they have lost, usually accompanied by wailing, moaning and or crying, (Austin, 1975). Lamentation is an expression of sadness or disappointment. Here are some examples of the speech act of lamentation:

1) I can't imagine the pain you're feeling. Please know that I'm here for you.

2) I'm sorry for your sorrow. Please take all the time you need to grieve.

h. Expressive Speech Act of Attitude

The expressive speech act of attitude is used to express one's psychological state or attitude towards something or someone. It is important to use appropriate words and tone when expressing one's attitude to convey the intended meaning and emotion. The speech act of attitude is a way to express one's thoughts and feelings towards something or someone, and it can be used to convey positivity,

negativity, or neutrality. Attitude is a way that you think and feel about something; that you behave toward to something and people to be confident, sometimes aggressive behavior (refusal form) that shows one's characters do not care about other people's opinion and that you want to do things in individual way. Here are some examples of the speech act of attitude:

1) I'm so proud of you for achieving your goals. You worked really hard.

2) I'm disappointed that the event got canceled. I was looking forward to it.

i. Expressive Speech Act of Agreement

The expressive speech act of agreement is used to express one's desire to accept or approve of something. It is important to use appropriate words and tone when expressing agreement to convey sincerity and support. The speech act of agreement is a way to show that one is willing to work together towards a common goal and can help build consensus and cooperation. Here are some examples of the speech act of agreement:

1) I completely agree with you. That is a great idea.

2) You're right, we should definitely pursue that option.

j. Expressive Speech Act of Exclamation

The expressive speech act of exclamation is used to express strong emotions or feelings. It is important to use appropriate words and tone when making an exclamation to convey the intended emotion and intensity. The speech act of exclamation is a way to express strong emotions and can be used to convey excitement, surprise, disappointment, or concern. Here are some examples of the speech act of exclamation:

1) Oh my goodness! I'm so excited!

2) Oh man! That's really disappointing.

3) Oh dear! I hope everything is okay.

4. **Function of Expressive Speech Acts**

The functions of expressive acts vary depending on the types of expressive acts chosen. This was created by the surrounding situation from the speaker's utterances while expressing a feeling that related to politeness. Searle (1987) expressed those functions of expressive acts into thanking, congratulating, apologizing, condoling, deploring and welcoming. The explanation of the functions of expressive acts is defined section below.

a. Thanking

Thanking is one of expressive speech acts which is considered as one of universal interpersonal communication. It is an acts to express gratitude, appreciation, generosity or positive gesture, good faith and so on from ythe speaker to the other's help. The example of sentences of thaking are : *"thank you"* and *"i appreciate your kindness"*. In short, thanking is where the speaker expresses positive feeling to the addresee, who was done a service to the speaker.

b. Congratulating

This act shows the spesker's care to the hearer for his or her schievement and succes. By expressing congratulation, the speakers shows pleasure because he also feels the joy that happen to the hearer. The examples of congratulating includes, *"Well done!"* and *"Congratulation!".* In other words, congratulation happens where the speaker has observed that the addressee has either benefited from or carried out a positivity valued event.

c. Apologizing

Apologizing is a statement to express sorry and regret about something, usueally when someone does something wrong. In other occasion, apologizing does not mean someone is wrong and others are right but it just means that he or she values your relation more than your ego. Leech in Trosborg (1995) said that act of apologizing in convivial speech act, the goal of which coincides with the social goal of maintaining harmony between the speaker and the hearer. The utterances like *"I am sorry"* and *"forgive my manner"* are acts of apologizing.

d. Condoling

Condoling is an act to express grief and sadness for the grest lodd or deadth of other's relative. The use of this expressive atc is limited, only to express sadness fornthe family of a person who recently dies. That is this function of expressive speech acts is rerely shown up. The examples of condolence are usually uttered in only few words. *"My condolence, friend"*. Condoling act is the opponent of congratulation. This act expressed in negative event.

e. Deploring

Deploring is an expression of strong disapproval, sorrow or deep regret. This function of expressive speech acts is different form acts of apologizing and condoling where the differences are act of deploring is an expression caused by other's unfortunate, bad luct or tragic event and so on. The example of deploring is *"I disagree, I think your ...."*. Deploring can be defined as when the addressee is criticized for an event which had a negative impact on the speaker or a third person.

f. Welcoming

This is a positive and polite manner of the speaker in greeting the hearer. The acts of welcoming is friendly response of approving attendance to a place or event with passion and joy. Welcoming occur in house, office, party and other event depending on the occasions. The examples of welcoming expression are *"Hi guys!"* and *"welcome to my party"*. In short, welcoming expression happens where the speaker expresses positive feeling towards the arrival of the addressee.

5. Context

Context is important part of pragmatics because it serves to capture interpretation of utterance conveyed by the speaker. Leech (1983) describes the context as one component in the speech situation. According to Leech, context is defined as aspects related to the physical and social environment of a speech. Leech added in his definition of context is as a background knowledge that is shared by the speaker and the speaker, and this context

helps the speaker interpret or interpret the purpose of the speaker's speech. Context deals with relevant aspect of physical and social setting of an utterance. Therefore, social setting in this case comes from the speaker and the listeners. Thus, all meaning of utterances will be depended by them.

Context factors or situation are important point in studies of speech acts particularly in relation with discourse in study pragmatics (Cutting: 2002). In other words it can be said that speech acts are context dependent since the context also influences the illocutionary functions. David Nunan (1993: 7) states that context refers to the situation giving rise to the discourse and within which the discourse is embedded. From that statement, context is simply defined as the circumstance or situation around which influences the conversation. Thus, it is an essential factor in the interpretation of utterances and expressions.

Furthermore, Nunan (1993: 8) categorizes the context into two types: linguistic and nonlinguistic context. The first one is related to the language surrounding the discourse, while the second one is associated with the other-than language or experimental context within which the discourse takes place. The non-linguistic context includes:

a. The types of communicative events (e.g.: joke, story, lecture, sermon, conversation, and greeting).

b. The topic, refers to *"What is being talked about?"* or the topic being discussed in the conversational exchange. The understanding of the topic by the participants is necessary to maintain the conversation.

c. The purpose is refers to *"Why they are speaking?"*. The purpose of conversation or speech, such as informing, commanding, inviting, suggesting, promising, greeting, congratulating, and thanking.

d. The setting (physical or psychological contexts – around the conversation). The physical aspect includes the location, time, season, and year. Meanwhile, the psychological aspects involve the feeling of the speaker.

e. The participants (Who or Whom), 'Who is speaking?' and 'To whom are they speaking?' refer to the participants of the conversation

speaker and listener or addressor and addressee. It also includes the relationship occurring between the participants and the relationship within them.

f. The background knowledge (is the amount of information or knowledge someone has on a particular topic) and the assumption of the participants.

B. Previous Study

1. The research conducted by Imron Rosyadi (2020), *"Expressive Speech Acts in the Coco film by Darla K. Anderson"* tells the story of Miguel who struggles to become a musician but is opposed by his family. The data are classified from kinds of expressive speech acts by Austin's theory. The use of expressive speech acts by using Yule's theory. Then, the effect of expressive speech act was categorized by using Herbert. The findings of research show that there are six types of expressive speech acts, they are expressive for thank 2 data, expressive for apologize 4 data, expressive for congratulation 2 data, expressive for greeting 2 data, expressive for wishes 2 data, and expressive for attitudes 2 data. In this study, the researcher found expressive utterances in the form of thanks, apologies, congratulations, greetings, wishes and attitudes.

2. Nonik Yukafi Mazidah (2018) in her thesis entittled *"Expressive Speeach Act in Found in EFL Classroom Interaction"* that focused on classifying the kinds of expressive speech act used in EFL classroom interaction using Yule's theory (in 2006's statement, it can be direct and indirect) and the functions of expressive speech act using Norrick's theory (i.e apologizing, thanking, condoling, congratulating, deploring and welcoming). The result of this study showed that the most frequently use was direct and function of expressive speech act in the classroom interaction was welcoming.

3. Apsari Javiera Hambali (2021), *"The Analysis of Expressive Speech Acts in the Comments Section on One Direction's YouTube Channel"*. This research was conducted to find out meaning and kinds of expressive speech

acts, also answer the second objective about the frequent types of expressive speech acts that are used in the comments section on One Direction's YouTube Channel. The methodology of this research is descriptive qualitative method with the source of data are compiled from YouTube comments section. The result of the data in this research has been analyzed using Searle's theories, Norrick's theories, and Guiraud's theories.

4. The research conducted by Donatus Haryo Krisnugraha (2020), *An Analysis of Expressive Speech Acts found in Moana Movie*. This research was meant to analyze the expressive speech acts in utterances used by the characters in Moana movie. The objectives of this research are to describe types of expressive speech acts used by the characters with Searle and Austin's theory, to identify the most dominant type of expressive speech acts, and to explain functions of expressive speech acts. The study found that; (1) there are 9 types of expressive speech acts used by the characters. First, the expressive speech acts of regretting 15 times, expressive speech acts of expressing joy 13 times, expressive speech acts boasting 6 times, expressive speech acts of thanking and praising 5 times, expressive speech acts of lamenting 4 times, expressive speech acts of blaming 3 times, expressive speech acts of apologizing 2 times and expressive speech acts of forgiving 1 time. (2) The most dominant of expressive speech acts used by the characters. The expressive speech acts of regretting gain the highest rank. It occurs 15 times. It means that the characters often use this type of expressive speech acts in their utterances. 3) All functions of expressive speech acts used by the characters of Moana movie. In this case, they use expressing gratitude, expressing liking, expressing regret, expression of certainty, expression of happiness, expression of obligation, expression of sadness, expression of satisfaction, expressing ability.

Table 2.1

The Differences and The Similarities Between Three Thesis and Journal as The Previous Study

No	Tittle	The Differences	The Similaritis
1	*"Expressive Speech Acts in the Coco film by Darla K. Anderson"* by Imron Rosyadi (2020)	The source of the research data was obtained from the film while in this research is studying about EFL. The types of expressive speech acts are taken from Austin's theory and the use of expressive speech acts by using Yule's theory. Meanwhile, The researcher focused on types and function expressive speech acts with Searle's theory.	Analysis about expressive speech acts.
2.	*"Expressive Speach Act in Found in EFL Classroom Interaction"* by Nonik Yukafi Mazidah (2018)	The subjects of the research were students in a psycholinguistics class, but here the researchers studied a teacher and students of junior high school. The kinds of expressive speech act used in EFL classroom interaction using Yule's theory (in 2006's statement, it can be direct and indirect)	Analysis about expressive speech acts in EFL.

		and the functions of expressive speech act using Norrick's theory while here the researcher used types and function expressive speech acts with Searle's theory.	
3	*"The Analysis of Expressive Speech Acts in the Comments Section on One Direction's YouTube Channel" b*y Apsari Javiera Hambali (2021)	The source of data are compiled from YouTube comments section. The result of the data in this research has been analyzed using Searle's theories, Norrick's theories, and Guiraud's theories.	Analysis about expressive speech acts. The methodology of this research is descriptive qualitative method.
4	*An Analysis of Expressive Speech Acts found in Moana Movie"* by Donatus Haryo Krisnugraha (2020)	The source of the research data was obtained from the film while in this research is studying about EFL. The researcher used Searle and Austin's theory to describe types of expressive speech acts.	Analysis about expressive speech acts. The objectives of this research are to describe types of expressive speech acts and functions of expressive speech acts.

		The researcher identify the most dominant type of expressive speech acts.	

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher used a descriptive qualitative research. Descriptive qualitative research is the type of qualitative research that explore the characteristic of phenomena rather than explaining underlying causes or mechanisms. It is the collection and analysis of data in the form of words, images and other non-numeric forms of information. Descriptive qualitative research is characterized by its aims which relate to understanding some aspect of social life and rather than numbers as data for analysis (Patton, 2002).

Qualitative research can make easier the researcher in examine how utterence and speech, enable the concept, insight, and understanding that emerge from the data. In this research, the researcher used the descriptive qualitative method because the data of this research got from utterences of expressive speech acts in teaching and learning process. The researcher focused on describing phenomenon of speech acts used in the English teaching and learning process at SMP IT Az-Zahra Sragen. Furthermore, the researcher collects the data, analyzes data, and interprets them.

B. Setting of Research

1. Place of Research

The research took place in SMP IT Az-Zahra Sragen. SMP IT Az-Zahra is one of junior high school in Sragen brings Islam integrated concept into the currriculum. SMP IT Az-Zahra Sragen has a role in educating students so that they have Islamic character and are highly competitive. It is located at Elang Dukuhan Neighbourhood 001/004, Nglorog, Sragen. The location of the school is near with the Sukowati roadway but because this school throught the alley it can be said that is safe for students to take a walk. SMP IT Az-Zahra Sragen has 27 teachers, three of them are English teachers who teach course in each grade.

2. Time of Research

The time of researcher conducted the research in October until November 2022. The researcher analyzed the utterences from Mrs. Melawati, S.Pd. and the students of class VIII-F of the first semester as SMP IT Az-Zahra in the academic year 2022/2023.

Table 3.1

Time of Research

No	Activities	2022			2023						
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	Mey	Jun	Jul
1	Observation	✓									
2	Collecting the data		✓								
3	Chapter I						✓				
4	Chapter II							✓			
5	Chapter III								✓		
6	Proposal of Thesis									✓	
7	Analysis the data									✓	
8	Submitting the document										✓

C. Research Subject and Informant

The subject of this research is the English teacher and students class VIII-

F. There is one English teacher in every grade of SMP IT Az-Zahra Sragen. Mrs. Melawati, S.Pd. is teaching English course in eight grade SMP IT Az-Zahra Sragen. Besides that, the eighth grade was chosen because it was considered suitable because at the pre-intermediate level, English learners can already communicate in simple English. In addition, students already understand a little about tenses and can also apply tenses in conversation.

Information of this research is focused on expressive utterence uttered by the English teacher and 30 students of class VIII-F at SMP IT Az-Zahra Sragen. This class was chosen with purposive sampling. Purposive sampling is a sampling technique by determining certain criteria (Sugiyono, 2008). Purposive sampling, which is also known as an assessment or expert sample, is a type of non-probability sample. The main goal of purposive sampling is to produce a sample that logically represents the population.

The purposive sampling is used because the researchers can select an accurate and cost-effective sample by choosing people or points based on what they know. This enables the collection of qualitative response data which results in a stronger understanding of a topic with precise results. In addition, there is no randomness in this sampling method. The sampling method used is very accurate and relevant in the context of research, surveys or experiments.

D. **Data and Source of the Data**

1. Data

   The data in this research are the expressive speech acts utterenced by the teacher and students of VIII-F of the first semester at SMP IT Az-Zahra Sragen in teaching and learning process. Moreover, in collecting the data, the researcher was supported by spoken language and written language, such as a voice recorder and notebook. The spoken of data that consist of words, phrases, clauses, and sentences were necessery tranferred to written data to make easier to analyze.

2. Data Source

   The objects of the research were English teacher and students in class VIII-

F SMP IT Az-Zahra Sragen. The researcher wanted to analyze the type and the function of expressive speech act by using Searle's theory. The researcher joined in class VIII-F and collected the data by observing and recording the speech acts in English teaching and learning process. Therefore, the data of the research included in qualitative data because the form of the data did not number, but speech acts.

E. Technique of Collecting the Data

The technique to obtain data for this research, the researcher used non-participant observation. Observation is the activity to see or observe phenomena or activity of the object with human sense. Sutrisno Hadi (1989: 136), stated that the meaning of observation is to be observed and record the phenomenon systematically it is decided as the method of data collection to gain the utterances of expressive speech acts that is used the teacher and the students in teaching and learning process. Meanwhile in this research the researcher used non-participant observation, the researcher did not involve the activity or actor but only as a observer that observed teaching learning process of EFL in the classroom.

The researcher joined the class and do voice recording while teaching learning process. So whole of teaching learning process can be data and can be transferred to take note or written form. The researcher in the classroom was just as a passive listener, viewer, monitor to observe all of teaching learning process especially on what teachers spoke. Mostly the techniques of this research to collecting data were observation non-participant. The research was only done in three times meeting because the data have made authenticly and enough to be analyzed. To see deeply about techniques of the collecting the data followed the instruments of research down bellow:

1. Recording

Sudaryanto (2015: 6) reveal that the most important thing that the researcher has to notice is that the recording process must be conducted as naturally as possible in order that the utterer does not realize that his or her

utterances are still being recorded. It is because qualitative research is focus on process in naturalistic and hypothesis will follow on the process. Recording was the one of effective instrument to save date with help of device in form of recorder in smartphone. in this research, the researcher use recorder in form of sound recorder to record activity teaching learning process specifically at utterances of expressive speech act that was uttered by Mrs. Melawati, S.Pd. as the English teacher and the students of class VIII-F SMP IT Az-Zahra Sragen. The instruments that used were a hand phone Samsung Galaxy and ASR Application. So, with this the data in form of recorder can be transcrip to written form. It is combination techniques to make valid date.

2. Transcription

Transcription was the last one to document data in this research. So, the data will be transcibted in the table sheet. The researcher made table sheet that include of indicators of expressive speech act. The indicators were from the Bach and Hash theories as a basic of grounded theories. Transcription was combined with take note. with taking note to written down the utterances of teacher that included of expressive speech act during teaching learning process. The implementation of observation and notes taking is useful to formulate the analysis of speech acts (Sudaryanto, 1993: 133).So, the bias data was reduced. The transcription done twice that these were when teaching and learning process in the classroom, and after the class-end while listening the recording.

The non-participant observation technique was the techniques to collecting data in this research. Beside use handphone, book sheet, and recorder as instruments and also not forgetting is that researcher itself as instrument too. Researcher also ask to the teacher to get permission, data about school identity and so on. The combination of the techniques will make data valid and keep the neutrality of research. The combination of techniques was called triangulation, exactly methodological and source triangulation. Triangulation is a way to get wait that or dat credibility by using various combinations such as theories, methods researchers etc. In this study, researchers used a

triangulation method like have been told above. Based on Campbell and Fiske (1959), triangulation is at powerful way to get validity data especially on qualitative research. Susan Stainback in Sugiyono (2007:330) states that the aim is not to determinate the truth about same social phenomenon, rather than the purpose of triangulation is to increase one's understanding of whatever is being investigated. So, the aim of triangulation was to increase the understanding of data.

F. Technique of Analyzing the Data

Data analyzing techniques explain the steps of how the researcher analysis the data. The researcher analyzed the data by using descriptive analysis and the data were described by sentences. In this research, the researcher used techniques of analyzing the data. The technique of analyzing the data consist of several steps, there were: data collection, data reduction, data display, conclusion drawing, and verification (Miles & Huberman, 1984). Those can be explained as follows:

1. Data Collection

    Data collection activities is a cyclical and interactive process. In data collection, the researcher used these four steps to try to catch all the information needed in the next step of data analysis. In simple words, data collection is the stage where she tried to find out the unripe data that would be reduced, displayed, and concluded. In this research, she collected the data from one English teacher that is Mrs. Melawati, S.Pd. and the students class of VIII-F SMP IT Az-Zahra Sragen in academic year 2022/2023. In the process of data collection, she took a record of the teaching and learning process. Moreover, the next process was the researcher made a transcript of the dialogue from recordings data.

2. Data Display

    According to Miles & Huberman (1984) defined that data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in edited field notes. In reducing the data,

the researcher concludes, categorizes, and focuses on the main research problem. She identifies research problems and then classify the main problems from data to non-data. By reducing the data, the researcher found the data easier. Moreover, the data that has been obtained was organized and the irrelevant data were discarded. This was done through the process of coding. Coding is the process of labeling and segmenting units of meaning to the descriptive or inferential information compiled during the study. The aims of coding were to help the researcher in organizing and classifying the data. The process of coding as follows:

Table 3.2

Coding of Subject

No	Date	Type of Context	Participant	Coding
1.	13 October 2022	Conversation in Teaching and Learning Process.	Mrs. Melawati, S.Pd. and the students class VIII-F	M1
2.	24 November 2022	Conversation in Teaching and Learning Process.	Mrs. Melawati, S.Pd. and the students class VIII-F	M2
3.	25 November 2022	Conversation in Teaching and Learning Process.	Mrs. Melawati, S.Pd. and the students class VIII-F	M3

Note:

Coding of Subject: It can be M1, M2 or M3

M in the coding of this subject means meeting and assigning numbers to M1, M2, and M3 based on the date, type of context, and participants above.

Table 3.3

Coding of The Types of Expressive Speech Acts

Coding of Subject	Expressive Speech Acts										T0
	WS	TK	CR	AP	CD	GR	LM	AT	AG	EC	

Note:

Coding of Subject: It can be M1, M2 or M3

WS : **Wishing**

TK : **Thanking**

CR : **Congratulation**

AP : **Apologize**

CD : **Condolence**

GR : **Greeting**

LM : **Lamentation**

AT : **Attitude**

AG : **Agreement**

EC : **Exclamation.**

T0 : **Number of Data of Type of Expressive Speech Acts**

Table 3.4

Coding of The Functiom of Expressive Speech Acts

Coding of Subject	Expressive Speech Acts						F0
	TK	CR	AP	CD	DP	WC	

Note:

Coding of Subject: It can be M1, M2 or M3

TR	**: Thanking**	
CR	**: Congratulating**	
AP	**: Apologizing**	
CD	**: Condoling**	
DP	**: Deploring**	
WC	**: Welcoming**	
F0	**: Number of Data of Function of Expressive Speech Acts**	

3. Data Display

After did reduction of the data, the researcher displayed the collecting data in organized and compressed information that leaded to the conclusion. The form of qualitative data display included types of data display to perform accessible, compact, and organize information of the data. The researcher classified the data about expressive speech acts used by Mrs. Melawati, S.Pd. and the students class VIII-F SMP IT Az-Zahra Sragen in academic year 2022/2023. Moreover, she categorized the expressive speech acts used by the English teacher and students into expressive thanking, apologizing, congratulating, etc.

4. Conclusion Drawing and Verification

In the last step, the reseacher began to draw conclusion and verification. The data was taken by the researcher to consider and interpret the data so that the conclusion and verification of the data became hyphoteses and knowledge. Thus, she described and interpreted the data about expressive speech acts by Mrs. Melawati, S.Pd. and the students class VIII-F SMP IT Az-Zahra Sragen in academic year 2022/2023.

G. Trustworthiness of the Data

Qualitative research requires the validity of the data. The validity of the data is carried out to prove that the research conducted is scientific research as

well as to test the data obtained. In this research, the researcher used triangulation data According to Patton with triangulation will further increase the strength of the data, when compared with an approach Moleong (2014), defined triangulation is a technique for checking the validity of the data used for checking or as a comparison against the data. Besides, according to Willum Wiersme (in Moleong 2014) triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data collection procedures. Patton (1999) stated that there are 4 triangulations as mentioned below:

1. Data Triangulation

   In examining the finding the researcher should collect many sources of data that are available. It means, that the same data would be more valid if taken from different data sources

2. Investigator Triangulation

   In investigator triangulation, there are two or more researchers analyze the same qualitative data set and then compare their finding. It means, the validity of the research finding can be checked by other researchers that have same topic.

3. Methodology Triangulation

   In methodology triangulation, the researcher checks finding against other sources and perspectives. It means, the researcher collects the same data by using different techniques or methods of collecting the data.

4. Theory Triangulation

   In this theory triangulation, the researcher involves using more than one theoretical scheme in the interpretation of the phenomenon. It means, the kind of this triangulation must use same theorist and any other expert to examine the data to get the validity.

   Based on the explanation above, the researcher used the theory triangulation to recheck the data. After she collected the data from transcription of recorder, the data is delivered to the prove that involves using multiple theories or hypotheses to examine a situation or phenomenon from different perspectives or reconcile contradictions in data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher would like to serve the result of the research. There are will be two terms of research finding in this research. There are types and function of expressive speech acts utterenced by the teacher and students in teaching and learning process at eight grade of the first semester at SMP IT Az-Zahra Sragen in the academic year 2022/2023.

A. Research Findings

This research employs descriptive qualitative research. The type of context in the expressive speech acts utterences is conversation between Mrs. Melawati, S.Pd and the students of VIII-F class in SMP IT Az-Zahra. The researcher examined expressive speech acts in class VIII-F three times. In the meeting the topic of context contained material that was learned during the lesson, as follows; 1) first meeting (M1): Greeting and Invitation Card, 2) second meeting (M2): Listen and practice the dialogue of ordering food, and 3) third meeting (M3): discussing questions in the LKS for PAS preparation. The data expressive speech act utterences then classified into types and functions based on Searle's theory.

1. The Types of Expressive Speech Acts Utterenced by The Teacher and Students in Teaching and Learning Process at Eight Grade of the First Semester at SMP IT Az-Zahra Sragen in The Academic Year 2022/2023

   a. Expressive Speech Act of Wishing

   M1.WS.T1

   Students   *: "Have a Chinese journey".*

   Teacher   *: Any other answers?*

   Teacher   *: "Have a great journey". Have a nice journey or a great journey.*

   The conversation in the teaching and learning process between teacher and students is about Greeting and Invitation Card material. This is one of the questions that students fill in the blank space

provided, but students are wrong to answer the question. Then, the teacher confirmed that the answer to the question is *"Have a great journey"* which is an expressive speech acts of wishing. When saying goodbye to someone, it is important to express your appreciation and well wishes for their future. In that speech act, we know that someone who is on a journey.

M1.WS.T2:

Students   : "Have a safe flight".

The topic of context in the teaching and learning process between teacher and students is about Greeting and Invitation Card material. The students answered the question number 2 correctly, namely *"Have a safe flight "*. It is a form of wishing for someone who travels primarily by air transportation. Here, there is misuderstanding because student think the word "flight" is same with "fly". so the teacher must tell the meaning of flight in Indonesian so there is no misunderstanding of words.

M1.WS.T3:

Students   : "Get well soon, we miss you".

The topic of context in the teaching and learning process between teacher and students is about Greeting and Invitation Card material. The students take turns to fill in the answers in the blank spaces number 3. The speech uttered *"Get well soon, we miss you",* is a speech act of wishing for someone who is sick. The teacher informs that it is possible that the student in the reading text is sick for a long time so that his/her friends miss him/her.

M1.WS.T4

Students   : "Good luck in your exam".

The topic of context in the teaching and learning process is about Greeting and Invitation Card material. The students take turns to fill

in the answers in the blank spaces number 4. The speech uttered *"Good luck in your exam"*, is a speech act of wishing for someone to get lucky and good result of his/her exam. The teacher asks students what it means in Indonesian. Translating English sentences into Indonesian to improve students' vocabulary so they are accustomed to interpreting English sentences.

M1.WS.T5

Teacher	*: "I hope this makes you feel …"*
Students	*: "Better".*
Teacher	*: I hope this makes you better. For example, a friend of ours is sick, we buy hot tea. We say "I hope this makes you feel better". So what? It's lighter, it doesn't hurt anymore.*

It is still in topic of context about Greeting and Invitation Card material. The student answered fill the blank question number 5. *"I hope this makes you feel better"* is speech acts that often speech when someone is sick or visiting sick people while bringing something, it can be fruit, bread, medicine, etc. The teacher have a good explaination and example of expressive speech act because *"I hope this makes you feel better",* the word *"this"* cannot explained anything. So, that is why the teacher give an example like a *"hot tea"*.

M1.WS.T6

Students	*: "May your wishes comes true".*
Teacher	*: "May your wishes comes true". What's mean?*
Teacher	*: May your hopes come true. It can be used to say wishing. Greeting card.*

The teacher and students are still discussed Greeting and Invitation Card material. The student is answered the question correctly by saying *"May your wishes come true"*. The phrase *"May your wishes come true"* is a common expression used to express a

desire or fervent wish. This phrase is often used in greeting cards and messages to express well wishes for someone's birthday or other special occasion.

M1.WS.T7

Students   : "Wishing your the best on your 14th birthday".

The teacher and students are still discussed Greeting and Invitation Card material. For junior high school material, these words are very related to them because for teenagers like 14 years they can celebrate birthdays and their friends give wishing *"Wishing your the best on your 14th birthday"*. It is the expressive speech actc of wishing. The birthday wish spoken when someone enters the age of 14. Being a teenager is an exciting time full of new experiences and opportunities.

M1.WS.T8

Students   : "May you always find peace, health and happiness in your new home".

The teacher and students are still discussed Greeting and Invitation Card material. The students answered the question correctly, that is *"May you always find peace, health and happiness in your new home"*. The word of "new home" is the key that we know this is house warming speech. Because the listener have already move to the new home. So, the speaker wishes that ""*May you always find peace, health and happiness in your new home"*.

b. Expressive Speech Act of Thanking

M1.TK.T1
M2.TK.T1
M3.TK.T1
Students   : I'm fine. Thank you. And you?
Teacher   : I'm fine too. Thank you.

In opening of English lesson, the teacher always asks about the students' condition. In this speech, *"Thank you"* mean the students are grateful and thanking because the teacher has asked how they are doing.

M1.TK.T2
M2.TK.T3
Teacher   : Okay, thank you for your attention.

This context happend when the English lesson was over. The teacher thanked the students because they pay attention to the lesson well. In this speech, the teacher expressed speech acts thanking, *"Thank you for your attetion".* In a classroom situation, it is commonly found when the teacher finished her class.

M1.TK.T3

Teacher   : In class 8E it is made like a book. Can be decorated.
Students   : I want to borrow, Ust.
Teacher   : Sure
Students   : Thank you, Ust.

Based on the context from the conversation above, students were told to make kipling in the form of greeting and invitation cards. So, students want to see the work of other classes. The students are thanking by saying *"Thank you, Ust."* because the teacher has lent kipling.

M2.TK.T2

Together   : "Here is the cheese bread". "Thank you". "Here is the money, sir". "Thank you".

The context of this is a dialogue on ordering food practiced or read together by the teacher and students of class VIII-F. From this dialog we know that someone gives or offers food. The speaker say

"Thank you" as well as when they give money, the listener will certainly also say *"Thank you"*.

c. Expressive Speech Act of Congratulation

M1.CR.T1

Students   : "Happy Chinese New Year, my friend".

The topic of context in the teaching and learning process is about Greeting and Invitation Card material. The students still filling in the blank spaces, students answered question number 5 correctly. *"Happy Chinese New Year, my friend"* is intended to congratulate a friend who is Chinese descent who celebrate it. In Indonesia, there are still ethnic Chinese who celebrate these traditions and holidays. In this part

M1.CR.T2

Students   : "Congratulation on your success as runner up in singing contest".

The topic of context in the teaching and learning process is about Greeting and Invitation Card material. The students can fill the blank space correctly. *"Congratulation on your success as runner up in singing contest"* is to congratulate someone who winning singing contest in second place. When someone achieves something significant, it's important to congratulate them and show your appreciation.

d. Expressive Speech Act of Apologize

M1.AP.T1

Teacher   : Can you see it?
Students   : No, I cannot see it.
Teacher   : I am sorry

The teacher stands in front of the blackboard so that it blocks the view of students who write questions on the white-board regarding fill in the black space of greeting and invitation cards. The teacher

apologizes to the students by saying "*I am sorry*". The purpose of the context is for the teacher to apologize for blocking the view of the students who are recording answers from the whiteboard.

M2.AP.T1

Teacher   *: "I'm sorry, kid"*

      The teacher and students listen dialog in speaker to odering of food and then they practice it. The context of the sentence *"I'm sorry, kid"* is not reffers to the students. The dialogue that is on the speaker reffers to Jim and Ann who ordering food at the canteen. Meanwhile, the server said *"I'm sorry, kid"* because the food that they order was run out of stock.

e.   Expressive Speech Act of Condole

      The expressive speech act of condoling is used to express sympathy and sorrow at the news of someone's death. The researcher did not find expressive speech act of condole because there is not any utterances of teacher and students of VIII-F and lesson material that have utterences related to this.

f.   Expressive Speech Act of Greeting

M1.GR.T1

M2.GR.T1

M3.GR.T1

Teacher   *: Assalamu'alaikum Wr. Wb.*

Students   *: Walaikumsalam Wr. Wb.*

      The context of this event when the teacher entered the class and was about to start the lesson. The teacher opened the class by saying *"Assalamu'alaikum Wr. Wb."*. *"Assalamu'alaikum Wr. Wb."* is an Arabic phrase that is commonly used as a greeting in Muslim cultures. It is often translated as "peace be upon you" or "may peace be upon you." The phrase is typically followed by the response

"Walaikumsalam Wr. Wb" which means "and upon you be peace." The phrase is used as a way to show respect and goodwill towards others, and it is often used when meeting someone for the first time.

M1.GR.T2

Teacher   : Good afternoon, Class?
Students   : Good afternoon.

M2.GR.T2

Teacher   : Good afternoon, Students?
Students   : Good afternoon.

the context of this incident when the teacher entered the class and was about to start the lesson. The teacher saying salam in Arabic and also the teacher greeting the students in English by saying *"Good afternoon, Class?"* or *"Good afternoon, Students?"*. Then, the students answered by saying greeting also by saying *" Good afternoon"*. The use of this greeting depends on the time of the lesson, here the lesson takes place during the day, namely lesson 7th and 8th. Nevertheless, both teachers and students say the greeting enthusiastically.

M3.GR.T2

Teacher   : Good morning, Students?
Students   : Good morning.

The context of this incident when the teacher entered the class and was about to start the lesson. The teacher greeting in English *"Good morning, Students?"* and the the students answered the greeting by saying *"Good morning"*. The greeting is use in the morning time. Here, the teacher and the students are in the 3rd and 4th lesson.

M1.GR.T3
M2.GR.T3

M3.GR.T3

Teacher   : *How are you today?*

Students   : *I'm fine. Thank you. And you?*

Teacher   : *I'm fine too. Thank you.*

The context of this event when the teacher start to the lesson. The teacher asked the students' health or condition by saying "*How are you today?*". Then, the students answered the teachers' question by saying "*I'm fine*". The students also asked the teacher' health or condition with saying "*And you?*". The speech act of greeting is a common aspect of communication that helps establish rapport and build relationships.

M2.GR.T4

Students   : *Assalamu'alaikum wr. wb.*

Teacher   : *Walaikumsalam wr. wb.*

The context is student enters the room by saying the greeting *"Assalamu'alaikum wr. wb."*. She shows politeness and respect to the teacher who is first in the classroom. Greeting in Arabic is common to use considering that SMP IT Az-Zahra is an Islamic integrated school.

M1.GR.T4

M2.GR.T5

Teacher   : *Okay, thank you for your attention. See you. Bye-bye.*

The context is when the teacher is closing the lesson.The teacher and students have packed their books and stationery ready to go home. In this speech, the teacher closing the class by saying *"See you. Bye-bye"*. Signaling the class of Englishwas over. When saying goodbye to someone, there are many ways to express your farewell.

M1.GR.T5

M2.GR.T6

M3.GR.T4

Teacher   : Wassalamu'alaikum wr. wb.

Students   : Wa'alaikumussalam wr. wb.

      The teacher closing the lesson by saying " *Wassalamu'alaikum wr. wb.”* and then the student answered it by saying *"Wa'alaikumussalam wr. wb.".* That is an Arabic phrase that is commonly used as a greeting. The phrase "Wa'alaikumussalam" is often translated as "And unto you be peace". It is a way to return the greeting and express well wishes for the person who greeted you. The phrase is considered a crucial Islamic duty and obligation, and it is important to respond to greetings with equal or better greetings. The phrase can also be followed by "rahmatullahi barakatuh", which means "the mercy and blessings of Allah". This longer version is considered more respectful and is recommended to be used when responding to the greeting.

g.   Expressive Speech Act of Lamentation

      In this research, the researcher did not find expressive speech act of lamentation. Lamantation or lamentating is expressing sorrow, mourning, or regret. It can be used to indicate that there is no reason to grieve or be sad. The phrase can be used in various contexts, such as when someone is trying to console another person who is grieving or when someone is trying to encourage others to focus on the positive aspects of a situation.

h.   Expressive Speech Act of Attitude

M1.AT.T1

Teacher   : It's not a holiday. Ustadzah is still in, you know. Given an assignment, later the homeroom teacher will give the assignment.

Students   : Don't too much

      In the context of speech act, the teacher informs the students that

the students are off school tomorrow because the school area is used for meetings. Next, the teacher will give them assignments. The student is complain that the teacher should not give too many assignments by saying *"Dont too much"*. This incident is easy to understand, because even though they are off from their duty they still have to do their assignments at home.

M2.AT.T1

Teacher   *: Okay, before we start study, please say basmallah together.*

Together   *: Bismillahirrohmanirohim.*

     It is happens before the teacher and the students started their lesson. "Bismillah" is an Arabic phrase that is commonly used in Islamic culture. The phrase is often translated as "in the name of Allah" or "in the name of God". It is used to begin many activities, such as reciting the Quran, performing prayers, or starting a meal. The phrase is also used as a way to seek blessings and protection from Allah before beginning any task. In Islamic tradition, saying "Bismillah" before doing anything is considered a good practice and is believed to bring blessings.

M2.AT.T2

Students   *: "Oh... well. What do you have left, sir?"*

Teacher   *: What is left, sir. So pity, they've been asking but there's nothing.*

     In the context of conversation we hear in the dialog between Jim and Ann, we know that it was hard for Jim and Ann to get the food they wanted. They arrived late so the food in the canteen had run out. The teacher gave expressions of sadness for the events that happened to them because of *"So pity, they've been asking but there's nothing"*. Besides that, chances are we have experienced this in our daily

activities, likewise with students of class VIII-F who had experienced a similar incident in Javanese.

M3.AT.T1

Teacher   : Alifia?
Students   : 100.
Teacher   : 100? Masya'allah.

In the context, the teacher checks the student's score from the task of working on the LKS. The phrase "Masya'allah" is also used to congratulate someone, and it is a reminder that although the person is being congratulated, ultimately God willed it. The teacher shows her positive attitude because the student named Alifia get perfect score.

M1.AT.T2
M2.AT.T3

Students   : After we study, let's pray together.
(Teachers and students read prayers together after studying)
وَتَوَاصَوْاْ ٱلصَّٰلِحَٰتِ وَعَمِلُواْ ءَامَنُواْ ٱلَّذِينَ إِلَّا ۝ خُسْرٍ لَفِى ٱلْإِنسَٰنَ إِنَّ ۝ وَٱلْعَصْرِ وَتَوَاصَوۡ بِٱلْحَقِّ

M3.AT.T2

Teacher   : Before we end the lesson let's say hamdallah together.
Students   : Alhamdulilahirobbil'alamin.

The context is happen when the teacher closing her lesson. The tradition of ending a lesson with a prayer and reading "hamdalah" is a common practice in Islamic culture. This tradition is a way to show gratitude and praise to Allah for the knowledge that has been gained during the lesson. The phrase "hamdalah" is often translated as "praise be to Allah" and is recited at the end of prayers, lessons, and other religious activities. The practice of ending a lesson with a prayer and "hamdalah" is a way to remind students that all knowledge comes

from Allah and to encourage them to use their knowledge for good purposes.

i. Expressive Speech Act of Agreement

The expressive speech act of agreement is used to express one's desire to accept or approve of something. It is important to use appropriate words and tone when expressing agreement to convey sincerity and support. The speech act of agreement is a way to show that one is willing to work together towards a common goal and can help build consensus and cooperation. In this research finding, the researcher is not found expressive speech act of agreement in the conversation between the teacher and the students of VII-F SMP IT Az-Zahra Sragen.

j. Expressive Speech Act of Exclamation

M1.EC.T1

Teacher   : Someone's been working on it

Students   : That's too diligent

In this situation of context is happens when the teacher say "*Someone's been working on it*". It reffers to LKS, so someone have done worksheets. Then, The student saying *"That's too diligent"* because there is their friend who have been done the worksheet. This is the student's own thinking, as she does not want to be left behind by his friends.

M2.EC.T1

Together   : *"All right, I'm starving too. I can't wait to have a sandwich"*.

The teacher and students practices the dialogue in the text. The context in this situation is they are listen and practice the dialogue of ordering food. The speakers saying "*I can't wait to have a sandwich*", it shows that the speaker cannot wait for her sandwith because she is

too hungry. This gives away that the speaker has lost his patience for food.

Table 4.1

Total of The Types of Expressive Speech Acts that Found in Teaching and Learning Process of Eighth Grade of SMP IT Az-Zahra in Academic Year 2022/2023

Expressive Speech Acts										Total
WS	TK	CR	AP	CD	GR	LM	AT	AG	EC	
8	7	2	2	0	15	0	7	0	2	40

2. The Function of Analyzing and Presenting Data of Expressive Acts Utterenced by The Teacher and Students in Teaching and Learning Process at Eight Grade of the First Semester at SMP IT Az-Zahra Sragen in The Academic Year 2022/2023

   a. Thanking

   Expressive Speech Act of Thanking

   M1.TK.F1

   M2.TK.F1

   M3.TK.F1

   Students   : I'm fine. Thank you. And you?

   Teacher   : I'm fine too. Thank you.

   In opening of English lesson, the teacher always asks about the students' condition. In this speech, *"Thank you"* mean the students are grateful and thanking because the teacher has asked how they are doing.

   M1.TK.F2

   M2.TK.F3

   Teacher   : Okay, thank you for your attention.

   This context happend when the English lesson was over. The teacher thanked the students because they pay attention to the lesson

well. In this speech, the teacher expressed speech acts thanking, *"Thank you for your attetion".* In a classroom situation, it is commonly found when the teacher finished her class.

M1.TK.F3

Teacher   : In class 8E it is made like a book. Can be decorated.
Students   : I want to borrow, Ust.
Teacher   : Sure
Students   : Thank you, Ust.

Based on the context from the conversation above, students were told to make kipling in the form of greeting and invitation cards. So, students want to see the work of other classes. The students are thanking by saying "*Thank you, Ust.*" because the teacher has lent kipling.

M2.TK.F2

Together   : "Here is the cheese bread". "Thank you". "Here is the money, sir". "Thank you".

The context of this is a dialogue on ordering food practiced or read together by the teacher and students of class VIII-F. From this dialog we know that someone gives or offers food. The speaker say *"Thank you"* as well as when they give money, the listener will certainly also say *"Thank you".*

b. Congratulating
M1.CR.F1

Students   : "Happy Chinese New Year, my friend".

The topic of context in the teaching and learning process is about Greeting and Invitation Card material. The students still filling in the blank spaces, students answered question number 5 correctly. *"Happy Chinese New Year, my friend"* is intended to congratulate a friend who is Chinese descent who celebrate it. In Indonesia, there are still ethnic

Chinese who celebrate these traditions and holidays. In this part

M1.CR.F2

Students : *"Congratulation on your success as runner up in singing contest".*

The topic of context in the teaching and learning process is about Greeting and Invitation Card material. The students can fill the blank space correctly. *"Congratulation on your success as runner up in singing contest"* is to congratulate someone who winning singing contest in second place. When someone achieves something significant, it's important to congratulate them and show your appreciation.

c. Apologizing

M1.AP.F1

Teacher : *Can you see it?*

Students : *No, I cannot see it.*

Teacher : *I am sorry*

The teacher stands in front of the blackboard so that it blocks the view of students who write questions on the white-board regarding fill in the black space of greeting and invitation cards. The teacher apologizes to the students by saying "*I am sorry*". The purpose of the context is for the teacher to apologize for blocking the view of the students who are recording answers from the whiteboard.

M2.AP.F1

Teacher : *"I'm sorry, kid"*

The teacher and students listen dialog in speaker to odering of food and then they practice it. The context of the sentence *"I'm sorry, kid"* is not reffers to the students. The dialogue that is on the speaker reffers to Jim and Ann who ordering food at the canteen. Meanwhile,

the server said *"I'm sorry, kid"* because the food that they order was run out of stock.

d. Condoling

     Condoling is an act to express grief and sadness for the grest lodd or deadth of other's relative. The use of this expressive atc is limited, only to express sadness for the family of a person who recently dies. That is this function of expressive speach acts is rerely shown up. The researcher is not found any of function of expressive speach act condoling in teaching and learning process.

e. Deploring

M1.DP.F1

Teacher	*: "Happy Chinese New Year, my friend." Well, if we may or not?*
Students	*: We may say that.*
Teacher	*: To say, to give speech?*
Students	*: Yes*
Teacher	*: Can we?*
Students	*: That's tolerance.*

     In the context of discussing Greeting and Invitation Cards, the teacher finds about the existence of Chinese New Year greetings. For this reason, the teacher asked if we could congratulate these people (who have different beliefs). Student have strong oppinion about give a speech of the others' Holiday for someone who have different religion because that is a part of tolerence.

M1.DP.F2

Teacher	*: We can't. Because if we say it means we acknowledge.*
Students	*: But, I have a non-Muslim friend.*
Teacher	*: Let's just quiet, don't say anything.*

Teacher   *: Indeed in religion we have to be careful even though in this country they say tolerance and so on. But we as Muslims we must have principles. Some ustadz have conveyed, for example, that saying the feast day of other religions means that we acknowledge that religion. Now that's even dangerous, you can't.*

In the context of discussing Greeting and Invitation Cards, the teacher finds about the existence of Chinese New Year greetings. For this reason, the teacher asked if we could congratulate these people (who have different beliefs). The teacher denied students' oppinion that related about giving speech or gcongratulate someone taht have different religion. She said that we cannot give a speech the others' Holiday because its depend on principal of religion (that we believe).

M2.DP.F1

Teacher   *: Please open your book on page 59. What's page?*

Students   *: Fifty-nine.*

Students   *: Ustadzah, I didn't bring it.*

Teacher   *: Those who don't bring it, join us.*

Students   *: I didn't bring it either.*

Teacher   *: Change places.*

Students   *: Don't want to.*

Teacher   *: Forcing yourself.*

From the conversation above, we can know that there are some students who do not bring learning books. However, when the teacher asked them to move their seats, they expressed their disagreement by saying "*Don't want to*". The expressive speech act of agreement is likely used to express one's desire to accept or reject, agree or disagree. Because the students refused to change seats, they ended up borrowing a book from a tablemate who had two textbooks.

f. Welcoming

M1.GR.F1

M2.GR.F1

M3.GR.F1

Teacher   : Assalamu'alaikum Wr. Wb.

Students   : Walaikumsalam Wr. Wb.

The context of this event when the teacher entered the class and was about to start the lesson. The teacher opened the class by saying *"Assalamu'alaikum Wr. Wb."*. *"Assalamu'alaikum Wr. Wb."* is an Arabic phrase that is commonly used as a greeting in Muslim cultures. It is often translated as "peace be upon you" or "may peace be upon you." The phrase is typically followed by the response *"Walaikumsalam Wr. Wb"* which means "and upon you be peace." The phrase is used as a way to show respect and goodwill towards others, and it is often used when meeting someone for the first time.

M1.GR.F2

Teacher   : Good afternoon, Class?

Students   : Good afternoon.

M2.GR.F2

Teacher   : Good afternoon, Students?

Students   : Good afternoon.

the context of this incident when the teacher entered the class and was about to start the lesson. The teacher saying salam in Arabic and also the teacher greeting the students in English by saying *"Good afternoon, Class?"* or *"Good afternoon, Students?"*. Then, the students answered by saying greeting also by saying *" Good afternoon"*. The use of this greeting depends on the time of the lesson, here the lesson takes place during the day, namely lesson 7th and 8th. Nevertheless, both teachers and students say the greeting enthusiastically.

M3.GR.F2

Teacher   : Good morning, Students?

Students   : Good morning.

The context of this incident when the teacher entered the class and was about to start the lesson. The teacher greeting in English "*Good morning, Students?*" and the the students answered the greeting by saying "*Good morning*". The greeting is use in the morning time. Here, the teacher and the students are in the 3rd and 4th lesson.

M1.GR.F3

M2.GR.F3

M3.GR.F3

Teacher   : How are you today?

Students   : I'm fine. Thank you. And you?

Teacher   : I'm fine too. Thank you.

The context of this event when the teacher start to the lesson. The teacher asked the students' health or condition by saying "*How are you today?*". Then, the students answered the teachers' question by saying "*I'm fine*". The students also asked the teacher' health or condition with saying "*And you?*". The speech act of greeting is a common aspect of communication that helps establish rapport and build relationships.

M2.GR.F4

Students   : Assalamu'alaikum wr. wb.

Teacher   : Walaikumsalam wr. wb.

The context is student enters the room by saying the greeting "*Assalamu'alaikum wr. wb.*". She shows politeness and respect to the teacher who is first in the classroom. Greeting in Arabic is common to use considering that SMP IT Az-Zahra is an Islamic integrated school.

M1.GR.F4

M2.GR.F5

Teacher : Okay, thank you for your attention. See you. Bye-
*   bye.*

  The context is when the teacher is closing the lesson.The teacher and students have packed their books and stationery ready to go home. In this speech, the teacher closing the class by saying *"See you. Bye-bye".* Signaling the class of Englishwas over. When saying goodbye to someone, there are many ways to express your farewell.

M1.GR.F5

M2.GR.F6

M3.GR.F4

Teacher : Wassalamu'alaikum wr. wb.
Students : Wa'alaikumussalam wr. wb.

  The teacher closing the lesson by saying " *Wassalamu'alaikum wr. wb."* and then the student answered it by saying *"Wa'alaikumussalam wr. wb.".* That is an Arabic phrase that is commonly used as a greeting. The phrase "Wa'alaikumussalam" is often translated as "And unto you be peace". It is a way to return the greeting and express well wishes for the person who greeted you. The phrase is considered a crucial Islamic duty and obligation, and it is important to respond to greetings with equal or better greetings. The phrase can also be followed by "rahmatullahi barakatuh", which means "the mercy and blessings of Allah". This longer version is considered more respectful and is recommended to be used when responding to the greeting.

Table 4.2

Total of The Functiom of Expressive Speech Acts that Found in Teaching and Learning Process of Eighth Grade of SMP IT Az-Zahra in Academic Year 2022/2023

Expressive Speech Acts						Total
TK	CR	AP	CD	DP	WC	
7	2	2	0	3	15	29

B. Discussion

Expressive speech acts are part of the speech acts contained in the field of pragmatics. Pragmatics is one of the branches of linguistics that attempts to obtain the real purpose. It focuses on conversational implicature, which is a process that is implied by the speaker and inferred by the listener. In other words, speech is part of speech acts in a study of pragmatics. Yule (1996) states that pragmatics is concerned with the study of interpreting the meaning of what is being produced by a speaker. It means that in pragmatics, the focus is on the people's meaning of what they utter the utterances rather than the meaning of the words or phrases in those utterances.

We often encounter expressive speech acts in our daily lives, because basically humans are expressive creature. They express psychological states and it can be statements of pleasure, pain, like, dislike, joy, or sorrow. Expressive speech acts can be used in various fields in education and literature such as film, poetry, talk shows or even social media such as comment sessions on digital platforms.

Researchers examine expressive speech acts in the realm of education, apart from that school is a place for those who are closely related to a student. Apart from that, because the subject and object of this research are very related to the Department of English Language Education which the researcher is engaged in completing the undergraduate study program. The school chosen by the researchers was SMP IT Az-ZAHRA Sragen, that brings Islam integrated into the curriculum. SMP IT Az-Zahra Sragen has a role in educating students so that they have Islamic character and are highly competitive to achieve academic achievements.

Regarding the domains and theories used in researching expressive speech acts, researchers use relevant theories according to their research needs. As in the research conducted by Imron Rosyadi (2020),"Expressive Speech Acts in the Coco film by Darla K. Anderson" the writer found there are six kinds of expressive based on Austin's theory, start from expressive for thank, expressive for apologize, expressive for congratulation, expressive for greetings, expressive for wishes, and the last expressive for attitudes. The writer used this theory to find out types of expressive speech acts in Coco"s movie by Darla K. Anderson. Based on the Yule statement the use of expressing the expressive speech act can be direct and indirect. For example:

Miguel: She's the reason you wanted to cross the bridge.

Hector: I just wanted to see her again.

In this conversation between Miguel and Hector, we know that Hector wanted to cross the bridge to see his daughter again, but he would lose, his daughter had forgotten him. He hoped wanted to see his daughter again. Miguel tried to help him. Hector would take the Hector's photo in the living land and showing it to the his daughter. So that his daughter could remember about Hector again.

Imron Rosyadi explained that an Indirect speech act is the one expressed in a sentence mode. The meaning that is contrary to the purpose that it is expressing, even though the meaning of the words are arranged according to what the speaker intends. The researcher feels that this sentence is an indirect expression that Hector wants to meet his daughter even though he has to cross the bridge. The use of direct and indirect expressive speech acts is interesting to study, but it is not suitable for the domain or situation of speech acts based on the utterances of teachers and students because this type of approach is rarely used. Besides that, the researcher did not examine the effects of using expressive speech act (Herbert Clark's theory).

Research in other fields is also carried out, such as in "The Analysis of Expressive Speech Acts in the Comments Section on One Direction's YouTube

Channel" by Apsari Javiera Hambali (2021). Researchers examine expressive speech acts on the comments section from One Direction's YouTube Channel. The researcher selected the latest three posts with the most views starting on July 23rd, 2020, on their YouTube Channel that discusses the 10th anniversary of One Direction's career even though they are on hiatus. The researcher used the theories about expressive speech acts by Norrick (1998) to examine the comments from the video. After obtaining data on expressive speech acts on One Direction's YouTube Channel in this part, the researcher will analyze what types are frequently used in the comments section.

Regardless of the theory used, sometimes research in the comments section is considered biased. Because One Direction has a lot of fans, and many of them show their enthusiasm in the comment section. It is not surprising that from how many comments were taken to be used as research data.

Next, research entitled, "Expressive Speech Act in Found in EFL Classroom Interaction" by Nonik Yukafi Mazidah (2018). In short, the expressive speech acts seem to frequently occur in classroom interaction. Nonik Yukafi Mazidah carried out the research on EFL (English Foreign Language) students of Psycholinguistic class. The reason is because in that class students are in the sixth semester course of English Letters in Maulana Malik Ibrahim State Islamic University of Malang that is classified as the students who have competence for speaking and arguing their ideas in English. The kinds of expressive speech act used in EFL classroom interaction using Yule's theory (in 2006's statement, it can be direct and indirect) and the functions of expressive speech act using Norrick's theory (1978) such as apologizing, thanking, condoling, congratulation, deploring and welcoming.

According to a journal by Lalu Banu Sirwan et al. (2017) which includes Searle's theory, there are 10 types of expressive speech acts including: wishing, congratulation, condolence, thanking, attitude, apology, greeting, lamentation, agreement, and exclamation. The functions of expressive acts vary depending on the types of expressive acts chosen. This was created by the surrounding situation from the speaker's utterances while expressing a feeling

that related to politeness. Searle expressed those functions of expressive acts into thanking, congratulating, apologizing, condoling, deploring and welcoming. The researcher uses Searle's theory and frames the interaction between them and the same theory as well.

Even though, the type of expressive speech acts used in the Nonik Yukafi Mazidah 's research is different, because the researchers use Searle's theory. However, for the expressive function of speech act, both Norrick theory and Searle classify it in a similar way. A very real difference between this study is the choice of subject, namely the researcher chooses a Junior high school student rather than a college student.

Junior high school students' English is at the pre-intermediate level however subject VIII-F was chosen because purposive sampling where students are active, cheerful, and give warm atmosphere in class. One of the advantages of having subjects with that category in research is because they can pronounce expressive speech acts due to the character of these students. The researcher examined expressive speech acts in class VIII-F three times. In the meeting the topic of context contained material that was learned during the lesson, as follows; 1) first meeting (M1): Greeting and Invitation Card, 2) second meeting (M2): Listen and practice the dialogue of ordering food, and 3) third meeting (M3): discussing questions in the LKS for PAS preparation. In addition, the learning materials also greatly help researchers in classifying the types and functions of expressive speech acts using Searle's theory.

Among the previous studies, it can be seen that the differences regarding the theory used in the types and functions of expressive speech acts differ from one another, besides that in this discussion the researchers did not discuss the effects of expressive speech acts. For this reason, the researcher focuses on analyzing expressive speech acts used by teachers and students in the teaching and learning process using Searle's theory and frames the interaction between them with the same theory as well. The writer hopes this study can be used by the reader to enrich their knowledge about expressive speech and use the expressive speech act in their daily communication.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the acquiring of the data in the previous study, this chapter will present the conclusion of the study and the suggestion. This is the last part of the research about a teacher and students' expressive speech acts in teaching and learning process at eighth grade of SMP IT Az-Zahra Sragen. The conclusion in this researcher is as the answer based on the formulated research question.

A. Conclusion

Based on the data analysis and discussion in the chapter IV, finally the researcher concludes that there are type and function of expressive speech act that are stated by Searle that are stated in the teaching and learning process at eighth grade of SMP IT Az-Zahra Sragen. Those are stated below.

1. The types of expressive speech acts used by a teacher and students of VIII-F of SMP IT Az-Zahra Sragen based on Searle's theory, the researcher only found 8 out of 10 types of expressive speech acts including: 8 wishing, 7 thanking, 2 congratulation, 2 apologize, 0 condole, 15 greeting, 0 lamentation, 7 attitude, 0 agreement and 2 exclamation with 43 utterences. The most type of expressive speech acts that researcher found is greeting with 15 utterences.

2. The function of expressive speech acts used by a teacher and students of VIII-F of SMP IT Az-Zahra Sragen based on Searle's theory, there are 5 out of 6 functions of expressive speech act that found that are 7 thanking, 2 congratulating, 2 apologizing, condoling, 3 deploring and 15 welcoming with 29 utterences.

B. Suggestion

1. To the English Teacher

   The English teachers should note that the expressive speech acts they performed in the classroom have a big impact on the hearers, in this case,

the students. The expressive speech acts play an important role in the classroom interaction for the teachers in giving instructions. It should be noted that the expressions uttered by the teachers should be understood well by the students, so there will be no misunderstanding between the teachers and the students. The appropriate implementation of the expressive speech acts will encourage the students in the learning process, so the aim of teaching-learning process can be reached.

2. To Other Researcher

This research's main focus is on the expressive speech acts used by the English teachers in the classroom interaction. The other aspect of illocutionary acts may be investigated by other researcher. Furthermore, they can investigate another majors of speech acts such as directives, commissive, declarative, and representatives.

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APPENDIX

1. Code : Research Non-Participant Observation

   Date & Time : Thursday, 13 October 2022 (12.30-end)

   Participants : Mrs. Melawati, S.Pd. as a Teacher and students of VIII-F

   Setting : VIII-F class of SMP IT Az-Zahra Sragen

   The following is a conversation between the teacher and VIII-F students in the teaching and learning process.

   Teacher : *Bismillahirrohmanirrohim.*

   Assalamu'alaikum Wr. Wb.

   Students : *Walaikumsalam Wr. Wb.*

   Teacher : Good afternoon, Class?

   Students : Good afternoon.

   Teacher : How are you today?

   Students : I'm fine. Thank you. And you?

   Teacher : I'm fine too. Thank you. Who's absent today?

   Students : Fitri.

   Teacher : Fitri, ya? Why is fitri absent?

   Students : Dia sakit, Miss.

   Teacher : She's sick. Sudah? Fitri.

   Okay i will call you, so please say "yes, I'm" or "present".

   (Guru mengabsen siswa satu per satu)

   (Ketika mengabsen, guru meminta salah satu siswa untuk menutup pintu)

   Students :Mbak Endin. Mbak Ending, Close the door, please.

   (Siswa bernama Endin menutup pintu)

   Teacher : *Do you have homework?*

   Students : *No*

   Teacher : *Are you sure?*

Students   : *Yes.*

Teacher   : Nggak ada PR, ya? Hayo diingat- ingat! Modul?

Students   : Nggak ada, Ust. Betulan. Nggak bohong.

Teacher   : *Page 43. 43.*

Students   : Nggak ada, Uz.

Teacher   : Okay okay. Karena kemarin belum memberikan PR. Ini aja dulu ya, tak kasih tugas. Sekretarisnya coba*, please. Come here, please!*

Teacher   : Prepare your book, ya! Nulis pertanyaannya dulu ya. Ini ditulis, terus ini jawabannya. Ada spidolnya?

Students   : Anu... Fika

Teacher   : Ada, Fika?

Students   : *Yes, Miss.*

Teacher   : Ayo, silahkan ditulis ya. Ditulis di buku tulis, nanti dikerjakan.

Teacher   : Silahkan dikerjakan dulu nanti dibahas, ya.

Teacher   : *Complete these sentences with the words provided.* Lengkapi kalimat-kalimat berikut dengan kata yang tersedia. Nanti ada beberapa kosa kata nanti di masukan di sini (blank space) untuk melengkapi.

(Beberapa waktu kemudian)

Teacher   : Oh, nggak keliatan?

(Guru berdiri di depan papan tulis sehingga menghalangi pandangan siswa yang mencatat pertanyaan di papan tulis}

Teacher   : Iya.

Teacher   : Maaf, ya.

(Guru memberikan pengumuman kepada murid)

Teacher   : O ya, besok kalian belajar di rumah,

Students   : Yes!!!

Teacher   : Bukan libur lho ya. Belajar di rumah. Belajar dari rumah.

Students	: Kan sama aja.
Teacher	: Kan bukan hari libur. Ustadzah aja masih masuk, loh. Dikasih tugas, nanti wali kelasnya yang akan memberikan tugas.
Students	: Jangan banyak-banyak.
Teacher	: Sesuai mapel hari Jumat apa.
Students	: Bahasa inggris.
Teacher	: Nah, memberikan tugas semua.
Teacher	: Apa ya namanya? *(Mencoba mengingat)* Besok itu ada agenda namanya itu kalau nggak salah KKG, disini tempatnya. Jadi gedungnya di pakai. Ada pertemuan.
Students	: SD juga?
Teacher	: Nggak tau Ustadzah. Belum ada pemberitahuan.
Teacher	: Jadi gedungnya dipakai sehingga kalian belajar dirumah. Bukan libur ya. Kalau Ustadzah masih disini, masih disini sampai jam 2.
Teacher	: Dah ya dikerjakan. Boleh *discuss with your friends.* Nanti kalau sudah selesai bilang *"finish"* gitu, ya? *"Finish".*
Students	: Mau cuci tangan, *Miss.*
Teacher	: Gimana? Bahasa inggrisnya gimana?

(Siswa berbicara pelan kepada guru)

Teacher	: Gak bohong kan?
Teacher	: Sini jumlahnya 31, ya?
Students	: 30. Fitri nggak masuk.
Teacher	: *Have you finished? Finish?*
Students	: Belum
Teacher	: *Not yet?*
Teacher	: Nanti kalau ada *difficult word* atau kata-kata sulit boleh ditanyakan.

Teacher	: *Finish*, Mbak Bilqis? Yang sudah selesai *please say "finish"* biar Ustadzah tau.
Students	: *Yes.*
Teacher	: Mbak Ayundi, *have you finish?*
Students	: *Not finish.*
Students	: *Not yet.*

(Guru dan murid berbicara mengenai hari libur esok hari)

Teacher	: Nggak mau libur? Maunya masuk terus ya?
Students	: Ya, wajib banget. *Insya Allah.*
Teacher	: Mbak Findi, duduk yang bagus! Mbak findi, *finish?*
Students	: Yes.
Teacher	: Yes? Udah ya, bahas ya?
Students	: Ustadzah, belum.
Teacher	: Belum selesai? Nggak papa, kita bahas bareng-bareng aja. *Number 1, please read number 1 start from Mbak Ayundi. Ayundi, read number one.*
Students	: "*Have a Chinese journey*".
Teacher	: Ada jawaban yang lain?
Teacher	: "*Have a great journey*". Semoga perjalanannya menyenangkan atau perjalanan yang luar biasa.
Students	: Disalahkan?
Teacher	: Dibenarkan ya bukan disalahkan. *Number 2.*
Students	: "*Have a safe flight*".
Teacher	: Ya? "*Have a safe flight?*". Artinya apa ini?
Students	: Terbang, Miss.
Teacher	: Semoga penerbangannya aman, gitu ya? Ini kan harapan. *Number 3.*
Students	: "*Get well soon, we miss you*".

Teacher	: *"Get well soon, we miss you"*. Artinya apa?
Together	: Semoga lekas sembuh, kita merindukan mu.
Teacher	: Ini temannya sedang sakit, dan lama tidak masuk sekolah sampai-sampai temennya merindukan. Kalau disini semua sehat ya?
Students	: Alhamdulillah, sedikit.
Teacher	: Alhamdulillah, sehat.
Teacher	: *Number 4*
Students	: *"Good luck in your exam"*.
Teacher	: *"Good luck in your exam"*. Apa ini artinya? Kalau ini, Selamat mengerjakan gitu ya di ujian mu. *Number 5?*
Students	: *"Happy Chinese New Year, my friend"*.
Teacher	: *"Happy Chinese New Year, my friend"*. Ini Kemungkinan temennya ini keturunan Chinese. Tionghoa. Nah kemudian teman yang satunya memberikan ucapan. Apa artinya?
Students	: "Selamat tahun baru China".
Teacher	: "Selamat tahun baru China, teman ku". Nah kalau kita boleh ndak kira- kira?
Students	: Boleh,
Teacher	: Mengucapkan, memberikan ucapan?
Students	: Boleh.
Teacher	: Boleh, ndak?
Students	: Toleransi.
Teacher	: Ini termasuk hari raya tidak? Tahun baru china, tahun baru Islam.
Teacher	: Kita tidak boleh ya. Karena kalau kita mengucapkan itu artinya kita mengakui.
Students	: Lha aku punya teman non-muslim.
Teacher	: Ya udah kita diem aja, nggak usah mengucapkan.
Students	: Nah nanti nggak enak. Ntar dikira gimana- gimana.

Teacher : Tapi bahaya loh mbak untuk keimanan kita.

Students : Kalau mengucapkan salam?

Teacher : Nah kalau mengucap salam, kita jawabnya apa? *"Waalaikum". "Waalaikum"* gitu aja.

Teacher : Memang dalam beragama kita harus berhati-hati walaupun di negara katanya toleransi dan sebagainya. Tapi kita sebagai orang Islam kita harus punya prinsip. Beberapa ustadz sudah menyampaikan misal kalau mengucapkan hari raya umat agama lain berarti kita mengakui agama tersebut. Nah itu malah berbahaya, ndak boleh.

Students : Rasulullah pernah ngasih bajunya ke orang Yahudi

Teacher : Tapi kan nggak mengucapkan selamat? Yang bahaya itu mengucapkan selamat. Kalau bisa jadi dengan hadiah tersebut orang lain akan ikut dengan kita. *Next, number 6.* Siapa? Bilqis, ya?

Students : *(Tidak sadar akan gilirannya membaca)* Maaf, Mrs. *I hope this makes you feel …*

Teacher : *"I hope this makes you feel …"*

Students : *"Better".*

Teacher : Aku berharap ini membuatmu lebih baik. Misal ada temen kita lagi sakit, kita belikan teh anget. Kita bilang *"I hope this make you feel better"*. Biar apa? Lebih ringan gitu ya, nggak sakit lagi. *Number 7.*

Students : *"May your wishes comes true".*

Teacher : *"May your wishes comes true"* artinya apa?

Teacher : Semoga harapan-harapanmu terwujud. Ini bisa digunakan untuk mengucapkan selamat. *Greeting card. Number 8.*

Students : *"Wishing your the best on your 14th birthday".*

Teacher : *"Wishing your the best on your 14th birthday".* Semoga harapan-harapan terbaik di ulang tahunmu yang ke-14. *Number 9.*

Students : *"May you always find peace, health and happiness in your new home".*

Teacher	: "*May you always find peace, health and happiness in your new home*". Coba diartikan. Semoga kamu selalu menemukan .... *peace,* apa?
Students	: Kedamaian.
Teacher	: *Health?*
Students	: Kesehatan.
Teacher	: *Happines?*
Students	: Kebahagian
Together	: Di rumah baru mu.
Teacher	: Berarti ini kartu ucapan apa?
Together	: *House warning card.* Kartu pindah rumah.
Students	: "*Congratulation on your success as runner up in singing contest*".
Teacher	: Jawabannya apa tadi. *Runner up.* "*Congratulation on your success as runner up in singing contest*". Artinya apa? Selamat atas kesuksesan atas juara kedua atas juara kedua di kontes singing
Teacher	: Siapa yang betul semua? Salah 1?

(Murid mengangkat tangan)

Teacher	: Dua? Tiga?

(Murid mengangkat tangan)

Teacher	: Empat?

(Tidak ada murid yang mengangkat tangan)

Teacher	: Oh, nggak ada, ya?
Teacher	: *Do you understand? Do you get it?*
Students	: *Yes, I get it.*

(Murid melihat jam tanda akan pulang)

Teacher	: Belum ya. Baru jam setengah 2.

Teacher	: Ustadzah mau memberikan tugas . *I'll give you assignment.* Ini adalah contoh dari temen-temen yang kelas 8E yaitu membuat kipling. Kipling itu adalah kaya makalah tapi susunan dari .... Kita kan temanya "*greeting and invitation card*".
Teacher	: Kalian cari contoh dari kartu undangan apakah itu *wedding card, birthday card.* Apa mau kelompok?

(Ada yg bilang "ya" ada yg bilang "tidak")

Teacher	: Kalau dikelas 8E itu dibuat kaya buku. Boleh di hias.
Students	: Ust., mau pinjem.
Teacher	: Ya, boleh.
Students	: *Thank you, Ust.*
Teacher	: *5 greeting cards and invitation cards. (Guru memberikan detail jumlah greeting cards and invitation cards yang harus disiapkan)*
Students	: *Baby shower?*
Teacher	: Kelahiran bayi.
Students	: Sama apa?
Teacher	: Sama *greeting card.* Tinggal nempel-nempel aja.
Teacher	: Kalau ini pake kertas *hvs.*
Students	: Ini 5-5?
Teacher	: Iya. Dikasih hiasan.
Teacher	: *Do you want to trow the rubbish?*
Teacher	: Itu kreativitas masing-masing.
Students	: Mother's Day, Father's day.
Teacher	: Ini kreativitas masing2.

(Beberapa menit sebelum berakhirnya pelajaran, Guru meminta murid untuk membuka buku LKS)

Teacher	: *Open your module on page 43.* Modul itu LKS. Silakan itu dikerjakan, ya. *You may discuss.*

Students	: Halaman berapa, Ust.?
Teacher	: *43 (Forty-three).*
Students	: Nggak tau.
Teacher	: Empat puluh tiga.
Teacher	: Ada yg udah mengerjakan.
Students	: Terlalu rajin, udz
Teacher	: *Ill* itu sama dengan *sick.*
Students	: 5 menit lagi ya, Ust. *(Menunjukan waktu yang tersisa dalam pembelajaran)*
Teacher	: gini aja ya, mbak. Kita lihat dari nomor 1. Kita cari *difficult word*-nya aja. Nanti mengerjakan nya bisa di rumah.
Teacher	: Nomor 1?
Students	: Nggak ada
Teacher	: Nomor 2?
Students	: Nggak ada
Teacher	: *Are you sure? Good. Number 3? Any else?*
Teacher	: Dull itu bosan
Teacher	: Attractive itu menarik. *Number 5*

(Ada murid yang menjawab dengan salah satu pilihan ganda)

Teacher	: Bukan jawabannya. Kita cari *difficult word*.
Teacher	: *Number 6. No?*
Students	: Sekar?
Teacher	: *Name of person. Number 7.*
Teacher	: Ada yg blm tau artinya? Kompetitor itu apa artinya in bahasa? Mbak azka?

(Seorang siswa tidak tahu arti dari pertanyaan tersebut)

Teacher	: *Number 7* itu kan ada *David's competitor, Tomy's competitor.* Artinya apa?

Teacher	: Nah, tadi disuruh tanya nggak tau, nggak ada yg ditanyakan
Students	: Pesaing.
Teacher	: *Congratulate?*
Students	: Selamat.
Teacher	: *Number 8* ada nggak yg susah. *What is hope?*
Students	: Harapan.
Teacher	: Number 9.
Students	: *Synonym.*
Teacher	: *Synonym* dalam bahasa persamaan kata. Kalau *antonym?*
Students	: Lawan kata.
Students	: *Achieve?*
Teacher	: Mencapai.
Students	: *"Achievement"?*
Teacher	: Pencapaian.
Teacher	: *What is "try"?*
Students	: Mencoba.
Students	: Kalau *"nice try"?*
Teacher	: Usaha yg bagus.
Teacher	: Oh langsung. Nomor 12. Oh... ini *"remarkable"*. Itu luar biasa.
Students	: *"Young"* itu?
Teacher	: *"Young age"*. Usia muda.
Teacher	: *Next,* number 11.
Teacher	: *"Recipient"* itu apa? Penerima. Bisa juga *receiver.*
Teacher	: Nomor 12.
Students	: *Remarkably.*

Teacher	: Kalau *remarkable* itu luar biasa. *Remarkably* dengan luar biasa.
Students	: Oh, ini dengan.
Teacher	: Kalau ada -*ly* itu dengan.
Teacher	: *Gain* itu apa. *Gain* itu sama dengan *get*.
Students	: Mendapat.
Teacher	: Iya, mendapat. *Eny else?*
Teacher	: Lanjut ya. "*Loyal*".
Students	: "*Loyal*" itu apa?
Teacher	: "*Loyal*"itu setia.
Teacher	: Next, number 15.
Students	: *Aware?*
Teacher	: *Aware. Awareness.* Atau bisa juga ini sadar, kesadaran.
Students	: Kalau yg d itu apa?
Students	: Kalau *proud* itu apa
Teacher	: Bangga.
Students	: Kalau d?
Teacher	: *Certain. Certainly.*
Teacher	: Oh... tentu. Pasti. Sama dengan *sure. "Are you sure?".*
Students	: Mrs. Pulang yuk.
Teacher	: Jam berapa?
Teacher	: Besok jangan lupa masuk.
Students	: Oh libur, Ust. Sekolahnya di rumah.
Teacher	: Sekolahnya di rumah. Jangan lupa klipingnya pekan depan dikumpulkan.

(Sebelum pulang guru mengumumkan sesuatu)

Teacher : Oiya.. Ini mbak ada titipan, pemberitahuan study tour tolong nanti disampaikan ke orang tua.

Students : Nanti sangunya berapa?

Teacher : Nggak ada.

Students : 1 juta.

Teacher : *(Sambil membagikan form study tour, guru berkata)* Boleh nanti bawa uang sangu, bawa hp tapi tanggung jawab masing-masing.

(Pembelajaran telah usai)

Students : *After we study, let's pray together.*

(Guru dan murid bersama-sama membaca do'a setelah belajar)

وَتَوَاصَوْ بِٱلْحَقِّ وَتَوَاصَوْا ٱلصَّٰلِحَٰتِ وَعَمِلُوا۟ ٱلَّذِينَ ءَامَنُوا۟ إِلَّا ۝ خُسْرٍ لَفِى ٱلْإِنسَٰنَ إِنَّ ۝ وَٱلْعَصْرِ

Teacher : Okay, thank you for your attention. See you. Bye-bye. *Wassalamu'alaikum wr. wb.*

Students : *Wa'alaikumussalam wr. wb.*

2. Code : Research Non-Participant Observation

   Date & Time : Thursday, 24 November 2022 (12.30-end)

   Participants : Mrs. Melawati, S.Pd. as a Teacher and students of VIII-F

   Setting : VIII-F class of SMP IT Az-Zahra Sragen

The following is a conversation between the teacher and VIII-F students in the teaching and learning process.

Teacher : *Assalamu'alaikum Wr. Wb.*

Students : *Walaikumsalam Wr. Wb.*

Teacher : Good afternoon, Students?

Students : Good afternoon.

Teacher : How are you today?

Students : I'm fine. Thank you. And you?

Teacher : I'm fine too. Thank you. Who's absent today?

Students : Invio, Hana, Ayundi, Endin

Teacher : Why are they absent?

Students : Sick.

Teacher : They are sick. Okay, I will call you

(Guru mengabsen siswa satu per satu)

(Ketika mengabsen, guru tiba-tiba ada siswa yang baru masuk ke kelas)

Students : *Assalamu'alaikum Wr. Wb.*

Teacher : *Walaikumsalam Wr. Wb.*

(Guru meneruskan mengabsen siswa satu per satu)

Students : *Okay, before we start study, please say basmallah togeteher.*

Teacher : *Bismillahirrohmanirohim.*

Teacher : *Do you bring your book?*

Students : *Yes.*

Teacher	: *Plese open your book on page 59. Berapa?*
Students	: Lima puluh sembilan.
Students	: Ustadzah, nggak bawa.
Teacher	: Yang nggak bawa, *join* ya.
Students	: Sama nggak bawa juga
Teacher	: Pindah tempat.
Students	: Nggak mau.
Teacher	: Memaksakan diri.
Teacher	: *Activity 12*, ya. *You're going to listen the dialog by using speaker.* Jadi menggunakan speaker. *The first, listen the speaker*, kita dengarkan dulu yang ada di speaker dan juga kalian perhatikan yang ada di text. Setelah itu apa?
Students	: Di praktekan.
Teacher	: Di *translate* dulu. Di praktikan ya bener, dibaca ulang kemudian translate. Baru practice with you friend, 3 orang 3 orang. Nanti yang Ustadzah nilai speakingnya, *pronunciation* kalian, cara pengucapannya. Diusahakan pengucapannya sesuai dengan *accent* yang ada di speaker. Nanti kalau pengucapannya bagus nanti nilainya juga bagus.
Teacher	: Ustadzah taruh disini ya (speaker), di tengah.

(Percakapan didalam speaker di mulai)

Together	: Coba kita baca. "*Jim and Ann are in the canteen. It is very crowded. They are having trouble getting the food they want*".
Teacher	: Artinya apa?
Together	: Tim dan Ann berada dikantin. Kantinnya sangat ramai. Mereka memiliki masalah untuk mendapatkan makanan yang mereka inginkan. Lanjut, ya?
Teacher	: Coba kita baca lagi.
Together	: *"Let's go to the canteen. I'm starving". "All right, I'm starving too. I can't wait to have a sandwich"*.
Teacher	: Semuanya mengucap ya, mbak ya.

Teacher	: Coba kita artikan. Ayo pergi kekantin. Aku lapar. Kemudian Ann bilang apa?
Students	: Baiklah, aku juga lapar.
Together	: *"All right, I'm starving too. I can't wait to have a sandwich"*. Aku tidak bisa menunggu, atau bisa juga aku nggak sabar untuk mendapatkan sadwitch.
Teacher	: Masih ada yang tanya halaman berapa?
Students	: Enggak, ust.
Teacher	: Tadi sampai mana?
Together	: *"It's very crowded"*. Kantinnya sangat ramai.
Teacher	: Coba kita baca lagi.
Together	: *"Yeah, I guess we got here late. Excuse me, sir. Could you give me two hotdogs, please? I'm sorry, kid, but we ran out of hot dogs just a few minutes ago"*.
Teacher	: Coba kita artikan.
Students	: Aku pikir kita datang kesininya telat. Permisi, pak. Dapatkah anda memberi ku hotdogs 2, please.
Teacher	: *"I'm sorry, kid"*
Students	: Aku minta maaf.
Teacher	: Kalau kita "maaf, nak".
Teacher	: "But *we run out of hot dogs just a few minutes ago"*. Kita kehabisan hotdog baru saja beberapa menit yang lalu. Kita lanjutkan lagi.
Teacher	: Kita baca lagi yuk. 1 2 3
Together	: *"Oh allright. Sure, give me two, sir"*.
Teacher	: *"How about some pasties, Ann?"* Bagaimana dengan beberapa roti. *Pasties* itu semacam roti kering.
Together	: *"Oh... all right, sure. Well, give me two then, sir"*.
Students	: Oh... Baiklah. Berikan aku dua.
Together	: "Ok. Here you are."

Teacher	: Baiklah, ini dia. Ini, sambil memberikan rotinya.
Teacher	: *Next,* kita dengarkan lagi.
Teacher	: Coba kita baca lagi.
Together	: *"Hmm, sir, could I have some sandwiches please?" "I'm sorry again, young lady, but we don't have sandwiches today".*
Students	: Hmm... Pak, dapatkan aku membeli beberapa *sandwiches.* Aku minta maaf lagi, anak muda, tapi kami tidak memiliki *sandwiches* hari ini.
Teacher	: Coba diartikan lagi
Students	: *"Oh... well. What do you have left, sir?"*
Teacher	: Apa yang tersisa, pak. Kasihan ya dari tadi nembung tapi nggak ada.
Teacher	: Coba kita baca lagi.
Together	: *"Do you want some cheese bread?"*
Students	: Apakah kamu ingin beberapa roti keju.
Teacher	: Ann bilang apa?
Students	: *"What do you think, Jim?"*
Teacher	: Ann disini tanya pendapatnya Jim. Terus, Jim bilang apa?
Together	: *"Let's have it."*
Students	: Ayo memiliki itu.
Teacher	: Kalau kita artikan, ayo kita memiliki itu. Itu maksudnya roti, bukan hatinya...
Teacher	: Ahh... nanti ku suruh seperti itu ya. Nanti majunya dengan expressi, dengan penghayatan. Coba kita baca dulu.
Together	: *"Here is the cheese bread". "Thank you". "Here is the money, sir". "Thank you".*
Together	: "Ini roti kejunya". "Terima kasih". "Ini uangnya, Pak". "Terima kasih".
Together	: *"Thank you. Next time, come here earlier, okay?" "Sure, we will. Bye".*

Teacher   : Terima kasih. Lain kali datang lebih awal ya.

Students   : Tentu, kami akan.

Teacher   : Tapi nggak boleh ketawa, kalau ini harus dihayati.

Students   : Kalau dihayati nanti nangis gimana deh.

Students   : Ust, di belakang nggak kedengaran gimana kalau (speaker-nya) pindah belakang.

Teacher   : Ya. Depannya siapa.

Students   : Neraya.

Teacher   : Bukan, Sampingnya. Sampingnya nabela.

Teacher   : Ini mungkin pernah kalian alami.

Students   : Tapi pakai bahasa jawa.

Teacher   : Jim dan Ann itu siapa?

Students   : Seorang siswa-siswi. Student.

Teacher   : Jim mau kemana?

Students   : Ke kantin. Tapi kantinnya ramai.

Teacher   : Akhirnya mereka mendapatkan makanan seadanya. Terus servernya bilang apa?

Students   : Datang lebih awal.

Teacher   : Lain kali datangnya lebih awal. Biar pembelajaran, datangnya lebih awal.

Teacher   : Jangan ketawa. Yang ketawa majunya duluan.

Teacher   : 1 2 3 loh nggak ada suaranya?

(Bel tanda jam kedepan dimulai)

Teacher   : Dah ya kita dengarkan. One two three.

(Percakapan yang terdapat dalam speaker)

Activity 12: Work in pairs. Listen to the dialogue and act it out with your partner.

Jim and Ann are in the canteen. It is very crowded. They are having trouble getting the food they want.

Jim : Let's go to the canteen. I'm starving.

Ann : All right, I'm starving too. I can't wait to have a sandwich.

Jim : Look, it's very crowded.

Ann : Yeah, I guess we got here late.

Jim : Excuse me, sir. Could you give me two hotdogs, please?

Server : I'm sorry, kid, but we ran out of hot dogs just a few minutes ago.

Jim : How about some pasties, Ann?

Ann : Oh... all right, sure. Well, give me two then, sir.

Server : Ok. Here you are.

Ann : Hmm, sir, could I have some sandwiches please?

Server : I'm sorry again, young lady, but we don't have sandwiches today.

Ann : Oh... well. What do you have left, sir?

Server : Do you want some cheese bread?

Ann : What do you think, Jim?

Jim : Let's have it.

Server : Here is the cheese bread.

Jim : Thank you, and here is the money, sir.

Server : Thank you. Next time, come here earlier, okay?

Jim : Sure, we will. Bye.

(Murid berkelompok dan maju sesuai dengan kelompok masing-masing 3 orang untuk mempraktikan percakapan di atas)

Teacher : Udah ya, *enough* ya.

Students : Ustadzah, ayo pulang!

Teacher   : Oh ya, mbak. Untuk next time, hari besok kita mengkoreksi LKS. Silakan nanti dikerjakan, di selesaikan.

(Pembelajaran telah usai)

Students   : *After we study, let's pray together.*

(Guru dan murid bersama-sama membaca do'a setelah belajar)

وَتَوَاصَوْ بِٱلْحَقِّ وَتَوَاصَوْاْ ٱلصَّٰلِحَٰتِ وَعَمِلُواْ ءَامَنُواْ ٱلَّذِينَ إِلَّا ۞ خُسْرٍ لَفِى ٱلْإِنسَٰنَ إِنَّ ۞ وَٱلْعَصْرِ

Teacher   : Okay, I think enough for today. thank you for your attention. See you. Bye-bye. *Wassalamu'alaikum wr. wb.*

Students   : *Wa'alaikumussalam wr. wb.*

Teacher   : See you. Bye-bye.

3. Code   : Research Non-Participant Observation

  Date & Time : Friday, 25 November 2022 (8.40-end)

  Participants : Mrs. Melawati, S.Pd. as a Teacher and students of VIII-F

  Setting   : VIII-F class of SMP IT Az-Zahra Sragen

    The following is a conversation between the teacher and VIII-F students in the teaching and learning process.

Teacher   : Bismillahirrohmanirrohim. *Assalamu'alaikum Wr. Wb.*

Students   : *Walaikumsalam Wr. Wb.*

Teacher   : Good morning, Students?

Students   : Good morning.

Teacher   : How are you today?

Students   : I'm fine. Thank you. And you?

Teacher   : I'm fine too. Thank you. Hari ini mengkoreksi LKS halaman 59. Ini sambil Ustadzah presensi ya. Nanti kalau sudah (mengerjakan lks) bilang *"Yes"*.

Teacher   : Mbak Aida?

Students   : Present.

Teacher   : Yes or No?

Students   : No.

Teacher   : No? Okay. Sambil Ustadzah presensi kalian mengerjakan. Kemarin ada PR, kan?

Students   : Nggak tahu kemarin nggak masuk.

Teacher   : Oh... Kemarin ada yang nggak masuk ada yang masuk. Yang nggak masuk silakan mengikuti.

(Guru mengabsen murid sekaligus bertanya tugas yang diberikan sudah dikerjakan atau belum.)

Teacher   : Nah ketika Ustadzah bilang didepan, diperhatikan ndak ngobrol, ya.

Teacher   : Mbak Qitri, ulangan kemarin... Kamarin ulangan sudah Ustadzah bagikan atau belum?

Students   : Belum.

Teacher   : Ustadzah ambilkan dulu, ya.

(Guru pergi ke ruangannya untuk mengambil hasil ulangan murid)

Teacher   : Udah ya dikoreksi, ya. Silakan di tukar dengan teman sebangku.

Students   : Ustadzah, ini bukannya udah dicocokin?

Students   : Belum

Teacher   : Nilai mu berapa kalau udah dicocokin?

Students   : Nggak tau.

(Murid mencocokan jawaban pilihan ganda sesuai dengan jawaban yang tertulis di whiteboard)

Teacher   : Ustadzah panggil, ya?

Students   : Belum, Ust.

Teacher   : Kalau nggak nanti disebutkan betulnya berapa nanti Ustadzah bantu.

(Guru memanggil siswa dan bertanya berapa betulnya dari soal yang sudah dikoreksi)

Teacher   : Alifia?

Students   : 100.

Teacher   : 100? Masya'allah.

(Guru melanjutkan mengecek nilai siswa)

Teacher   : Mbak Bilqis?

Students   : 8

Teacher   : 8? Betulnya 8? Sebentar ya.

Teacher   : Chesa?

Students   : 100.

Teacher   : Yeay!!!

Teacher   : Mbak Bilqis? Sungguh-sungguh, ya. Si dia di lupakan dulu, ya.

Students   : Dia siapa, Ust?

Teacher   : Nggak tau.

(Setelah mengecek nilai siswa, guru memberikan tips untuk PTS)

Teacher   : Ini sudah ya pembelajarannya. Untuk persiapan PAS untuk bab 1 sampai 6. Bab 1 sampai 3 untuk PTS, bab 4 dan 6 untuk PAS. Jadi dipelajari yang sudah PTS. Jadi tipsnya dari Ustadzah dipelajari yang pilgan (pilihan ganda) dan essay. Latihan-latihan soal yang ada di LKS nanti dipelajari.

Teacher   : Sudah ya mbak ya itu saja. Ustadzah hanya mendoakan semoga PTS-nya lancar

Students   : *Aamiin*

Teacher   : Diberikan hasil yang terbaik

Students   : *Aamiin.*

Teacher   : Sekian. *I think enough for today. thank you for your attention. Before we finish our study let's say hamdallah together.*

Students   : *Alhamdulilahirobbil'alamin*

Teacher   : *Wassalamu'alaikum wr. wb.*

Students   : *Wa'alaikumussalam wr. wb.*

Teacher   : Makasih, ya. Thank You.

Students   : Ustadzah, rotinya buat Ustadzah.

Teacher   : Oh, ya.

Teacher   : Ini bunganya untuk Ustadzah?

Students   : Buat properti, Ust.

Students   : Selfie, yuk!

Students   : Moh.